Indiana State Teachers College

TRENDS IN GEOGRAPHY AND GEOGRAPHY TEACHING

AND

A TENTATIVE COURSE OF STUDY IN GEOGRAPHY FOR GRADES ONE TO EIGHT

by

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PROBLEM

The problem undertaken in this thesis is two fold: first, to set forth the situation with reference to geography and geography teaching as they have existed in the past and to place certain evaluations on the trends as they have developed up to the present time; and second, an attempt to build units and courses of study for grades one to eight inclusive, based on the most recent findings plus an attempt to touch the Dewey philosophy.

No study was found dealing directly on the subject, but many recent courses of study which were reviewed are listed in the bibliography.

METHOD

The historic, research, and experimental methods best characterize the type of procedure used in procuring the material.

The study was begun in August, 1928. The historic material was found in the State Library, Indianapolis. It dated from 1852 to the present time.

There will be found in the bibliography a list of recent educational books on method, theory, and subject matter that were helpful in working out the units and in teaching them.

Each tentative unit and course has been tried out in actual classroom procedure.

RESULTS

The results of each study are given in a brief summary at the close of each chapter.
EARLIER TRENDS INDICATE:

1. That geography was one of the first subjects of the present school subjects taught.
2. That its teaching was very formal and meager, and was taught by the memory route.
3. That one of the first texts used in the United States was that of Jedidiah Morse published in 1784 under the title Universal Geography.
4. That the first attempt to make a course of study in geography was made in 1884. It was very brief, containing only half a dozen lines.
5. That as other subjects changed in content and purpose, geography lagged somewhat behind the others.

LATER TRENDS INDICATE:

1. That there is a growing tendency to gain as much first hand knowledge as possible in order that better relations in knowledge and appreciations may be had.
2. That when first hand knowledge is impossible, pictures, slides, and all valuable illustrative material are procured.
3. That there have been many attempts to merge geography with social science and natural science groups, but that recent geographic leaders disapprove of such a plan and believe that geography can function best when enriched from any field that will enable it to be taught in its natural setting.
4. That with the advancement and cheapness of transportation and communication which are enabling more and more people to spend their leisure time in travel and study, geography has a wonderful opportunity to contribute its part toward education.
5. That geography must make its contribution toward the "good life" or it is not worthy of its place in the curriculum.
EARLY TRENDS IN GEOGRAPHY AND GEOGRAPHY TEACHING

To unroll the scroll of civilization and take a comprehensive view of the part which geography has had in its development would be an interesting undertaking and would, perhaps, reveal some astonishing facts. The nesting places of civilization were in the fertile valleys and peninsulas about the shores of the Mediterranean Sea and Persian Gulf.

The industrial development would take us back to the "Childhood of the Human Race", where a hundred thousand years before Christ this childhood began. Our knowledge of its beginning comes partly from objects dug up by archaeologists and partly by a study of backward peoples who are still living. From these we can construct a distant past. We would be surprised at the extreme slowness with which improvements were made. This study would bring us down to our very door and to a time immediately following the World War, which seemed to have its beginning in the grasping hand of great industrial enterprises.

Such a study would include the contributions of the following: Homer, whose knowledge of geography may be found in his Voyages of Ulysses; Pythagoras, who visited Egypt and Asia in his search for knowledge; Herodotus, whose extensive early travels, although he is called the father of history, widened geographic knowledge; Aristotle, who has been called the real founder of scientific geography, who believed that the earth was round and that all celestial bodies revolved around it; Alexander, a pupil of Aristotle, who led his armies through ten thousand miles of unknown land; Eratosthenes, the librarian of the wonderful library at Alexandria, who is accredited with having been the first to discover a way to measure the heavens; Ptolemy, the greatest geographer of his time. His book, Universal Geography, summed up the knowledge gained through travel, military expeditions,

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1 Osgood, A History of Industry, p. 1
and the great survey of the Roman Empire. His system of astronomy fixed the earth as the center of the universe; Strabo was the greatest geographer of his time. His three volumes reviewed the geographical ideas of the people of previous centuries and expressed the idea that by sailing west one would reach Asia. Others are Marco Polo, the great medieval traveler; Prince Henry, a great navigator, who was the teacher and master of Columbus; Columbus, who had the courage to carry out the ideas of a few great geographers; Morse, pioneer of American authors of school geographies, born in 1761 according to Boone; Cook, who was the most famous explorer after the days of Columbus; Humboldt, whose journeys won for him the title of scientific discoverer of America, who taught climate belts and natural regions; Ritter, whose intellect was a touchstone to nature and geography; Guayot, who introduced science in America; Dwight, whose catechetical system of geography was one of the early available texts published at Wilmington, Delaware, in 1795. Among other early writers were these: Davis, Cumming, Adams, Peter Parley, and Woodbudge.

Faris lists a number of names, including Magellan, Drake, Vambery, Rockhill, Hedin, Livingstone, Stanley, Speke, Roosevelt, Sturt, Lewis, Clark, Pike, Kane, Peary, Amundsen, Scott, and Lindbergh, all of whom aided in bringing the world to our knowledge.

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2 Boone, Education in the United States, p. 68

3 Faris, John T. Real Stories of the Geography Makers
Because the Morse book was used in the United States and also in Indiana in a very early day and because it will show the meager amount of material available, a part of the book is given here:

MORSE'S SCHOOL GEOGRAPHY

Upon an Improved Plan

Designed to aid the memory and strengthen the judgment of the pupil, by teaching him to compare and classify facts. 26 edition, 1828

Indiana, p. 118-19

Collins & Hannay, New York

Situation. Indiana is bounded N by Illinois and Michigan Territory; E by Ohio; S by Kentucky, from which it is separated by the river Ohio; W by Illinois.

Divisions. The northern half of the state is in possession of the Indians. The part occupied by the whites is divided into 51 counties. See p. 4.

Rivers. The Ohio is the southern boundary of the state, from the mouth of the Great Miami to that of the Wabash. The Wabash rises in the northeast part of the state, and flowing southwest, empties into the Ohio 30 miles above the Cumberland. For the last half of its course it is the boundary between Indiana and Illinois. It is more than 500 miles long and is navigable to keel boats 400 miles and for small boats nearly to its source. Tippecanoe River, in the northern part of the state, is a branch of the Wabash.

White river; also a tributary of the Wabash, has two principal branches, both of which are in the eastern part of the state, and running in a southeast direction unite about 20 miles southeast of Vincennes.

Whitewater river joins the Great Miami, near the southeast corner of the state.

Canal. The navigable waters of the Wabash approach within a few miles of the navigable waters of the Maumee, which flows into
Lake Erie. A canal connecting the two rivers would open a communication between Lake Erie and the Mississippi.

**Chief Towns.** Vincennes is on the Wabash, about 200 miles from its mouth. It was first settled by the French in 1730. The surrounding country is fertile.

**Indianapolis,** the seat of government, is nearly in the center of the state, on the east fork of White River.

**Corydon,** the former seat of government, is 25 miles west of Louisville in Kentucky, on a small creek which empties itself into the Ohio.

**Vevay** is a Swiss settlement, near the southeast corner of the state, on the Ohio, 45 miles below Cincinnati.

**Population.** This is a new state and is becoming populous very rapidly. In 1801 the white population was less than 5,000; in 1810 it was 24,520; and in 1820, 147,178.

Face of the country, etc. Near the Ohio the country is hilly; further north it is level and abounds with extensive and fertile prairies. The soil is rich, particularly on the Wabash and White rivers, yielding Indian corn, wheat, and other grain in abundance. The vine is cultivated by the Swiss settlers near Vevay.

There are 51 counties: Dearborn, Switzerland, Jefferson, Clark, Floyd, Harrison, Crawford, Perry, Spencer, Warwick, Vanderburg, and Posey on the Ohio; Gibson, Sullivan, Vigo, Parks, Knox, and Vermillion on the Wabash; Allen, Randolph, Wayne, Union, and Franklin on eastern boundary; Davis, Greene, Owen, Monroe, Morgan, Johnson, Marion, Hamilton on the west fork of White river; Pike, Dubois, Orange, Martin, Lawrence, Washington, Scott, Jackson, Jennings, Ripley, Decatur, Bartholomew, Shelby, Rush, Fayette, Henry, and Madison between the counties on the White river and those on the Ohio; Putnam, Hendricks, and Montgomery between the counties on White and those on the Wabash.
Jedidiah Morse's *School Geography*, 1828, p. 241

From a table on the United States:

<table>
<thead>
<tr>
<th>State</th>
<th>Square Miles</th>
<th>Population 1820</th>
<th>Population and Slaves in Square Miles</th>
<th>Slaves in 1820</th>
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<tr>
<td>Indiana</td>
<td>36,000</td>
<td>147,178</td>
<td>3</td>
<td>190</td>
</tr>
<tr>
<td>Kentucky</td>
<td>42,000</td>
<td>564,317</td>
<td>13</td>
<td>126,732</td>
</tr>
<tr>
<td>Ohio</td>
<td>39,000</td>
<td>581,434</td>
<td>15</td>
<td>0</td>
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<tr>
<td>Illinois</td>
<td>52,000</td>
<td>55,211</td>
<td>1</td>
<td>917</td>
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This overview of the place and importance of geography would not be complete without at least one glimpse into the first Normal school in America, which was opened July 3, 1839, at Lexington, Massachusetts. Cyrus Peirce had great success in developing a course of professional training for teachers. He said, "I think the scholars have not been much habituated to hard, close, and methodical studying. There is great deficiency among them in knowledge of the common branches. With two or three exceptions, most that are in school, I think, will need nearly all the first year to fit themselves thoroughly to teach in the primary and grammar schools. Reading, spelling, grammar, arithmetic, geography—all need attention."

"Recitations in geography are better than ordinary; but I think this Branch is not thriving much in school; neither grammar. These Branches call for reform."

"I do not feel perfectly satisfied with the recitation on globes; should like to see a little more interest in it among the pupils."

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5 Ibid, p. 30

6 Ibid, p. 20
"As the frontier rolled Westward, in the towns growing up behind it, twenty, forty, sixty, and even a hundred children were taught by one or two teachers in grade groups. Mass education slowly formed, and for half a century school reformers have been striving to undo the evils of a rigid graded system. The curriculum was shaped by the new school books."7

"No subject exhibits as clearly the influence of the Rousseau-Pestalozzi movement on actual practice in elementary schools as does the development of the teaching of geography. The subject had little or no place in most elementary schools before the nineteenth century. The prevailing method of instruction down to the last part of the nineteenth century was generally poor. The older type of geography teaching may be called the dictionary-encyclopedic geography."8

The geography of the old type, built on the logical plan, started with a definition of the science of geography, introduced the child to the world as a sphere floating in space, came next the "grand divisions"; then to continents, then to countries, and so on perchance finally down to the home place or the child himself.

"From beginning to end, discipline permeated the curriculum of the school of yesterday. The interests of the individual pupil were rarely, if ever, consulted. The work assigned was to be done. The question of its appeal, of its difficulty, of its practical value to the particular pupil, was not even open for discussion."9

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7 Twenty-Sixth Yearbook of the National Society for the Study of Education, p. 17
8 Parker, The History of Modern Elementary Education, p. 340
9 Holmes and Fowler, The Path of Learning.
Since 1890 the content of geography has developed through the textbook writers and almost entirely independent of national committees. The work of Charles A. and Frank M. McMurry in the field of geography in collaboration with university professors and professional textbook writers has played the most important role in constructing the course in geography. The early discussions of the Herbart society (1895-1900) abound with references to the inclusive character of geography. These people gave to it an important place, that of the nucleus of the school curriculum, very much the same place that Herbart gave to history and literature.

SUMMARY

Summarizing our discussion, we find that geographic knowledge is as old as time.

The nesting places of civilization have been in the fertile valleys and those of favored temperate climate.

A few men and their contributions that were mentioned in the chapter are Homer, Pythagoras, Herodotus, Aristotle, Alexander, Eratosthenes, Ptolemy, Strabo, Marco Polo, Prince Henry, Columbus, Copernicus, Magellan, Balboa, Mercator, Galileo, Morse, Cook, Humboldt, Ritter, Guyot, Dwight, Davis, and Parley.

The field has scarcely been touched, but enough has been given to illustrate the point that geography is carefully woven into the fabric of civilization; and as we view it, we see the color and design which it has left. In the days of mental discipline, geography had a place. It was a formal, fact, memory procedure. Although geography has been studied since ancient times, the conception has changed greatly as years have gone by.

We shall try now to get an overview of the development of geography in the schools of Indiana from 1852 to 1929.
A survey of the reports of the Superintendents of Public Instruction and the courses of study of Indiana from 1852 to the present time includes the following direct and indirect reference to the subject of geography. These show certain definite trends which will be summarized at the close of this chapter.

"The teacher," said Superintendent Larrabee, "cannot get along with scholars using different grammars, different geographies, and different reading books."¹

This was a direct appeal for uniform textbooks. Although this was not accomplished until much later, it shaped the curriculum and led to a more rigid grading system when finally adopted.

Where they were really procured, township libraries were valuable in the early days. The fifth annual report² was made by Superintendent Caleb Mills, who included a list of the available books. Only a partial list is given—those containing geographic material:

- Dicks, Solar System
- Cotton, California
- Moffat, South Africa
- Hue, China
- Alison, Europe
- Foote, Africa
- Mines and Caves of the Earth, two volumes
- British India, three volumes
- Smith, Year With the Turks
- Wild Scenes and Song Birds

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The eighth report of the State Superintendent had this reference to geography: "For instruction in geography: Cornell's series of Primary and Intermediate Geographies; by Warren; Mitchell's series of Outline Maps, ten in number, accompanied by Camp's Key to said series." 3

It was not until the twentieth report that the field of geography was touched again. 4 It included lists of questions which were used in examinations for teachers' licenses. The ten questions which had been used for the August examination, 1871, are given because they show that geography was thought of in a very formal way and almost entirely as a memory subject:

1. Of what does Mathematical Geography treat?
2. Give three proofs that the earth is round.
3. Define—bay, lake, isthmus, zone, peninsula.
4. What states border on the Atlantic Ocean?
5. In sailing from Chicago to London, through what waters would you pass?
6. Which is longer, the axis of the earth or its equatorial diameter?
7. Name three peninsulas in Europe washed by the Mediterranean Sea.
8. Mention a country which is made fertile by the annual overflow of a river.
9. Draw a map of Indiana and locate Michigan City, Indianapolis, Evansville, and New Albany.
10. What is the distance from the Tropic of Cancer to the Arctic Circle, reckoning seventy miles to the degree?

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3 This report was made to the governor in 1860. William Larrabee was State Superintendent of Public Instruction. It was under the heading of Textbooks, p. 14-15.

4 Hopkins, Milton B. State Superintendent, report to the general assembly, 1872.
Another outstanding educational leader was Superintendent James S. Smart, who took part in the educational exhibit at the one hundredth anniversary of the signing of the Declaration of Independence held at Philadelphia in 1876. He exhibited a number of "manuscripts" from Indiana schools. His report to the legislature includes the following: "Three fourth grade geographies from Richmond; fourth, fifth, sixth, seventh, eighth, and physical geography in the high school were sent from Terre Haute." 5

Indiana won national fame by the work of State Superintendent Smart, and she became self-satisfied for many years while other states were forging ahead.

School exhibits at county fairs became popular as early as 1880. 6 Gibson County exhibited school work of the fifth and sixth grades in the fall of 1880; geographical material was included in this work.

The idea of a course of study was first realized by State Superintendent John W. Holcombe as shown by his report: "Uniform course of study; second grade geography of home--outline of townships, county, state; third grade--oral lessons; fourth grade--primary geography; fifth grade--map drawing and physical conditions mastered." 7

The 1886 report to the general assembly, by Superintendent Holcombe, contained a County Institute Outline for one meeting on geography. One point is quoted from the outline:

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5 Smart, James S. State Superintendent of Public Instruction. Report to the Legislature, December 11, 1876.

6 Smart, James S. Report to Legislature, 1880.

7 Holcombe, John W. State Superintendent, Report to General Assembly, 1884, p. 190.
"I. The purpose to be kept in view in teaching geography is to inculcate

1. General knowledge of the earth, of its whole, and its physical features.

2. A general knowledge of our own county, physical features, and resources; systems of government, federal and state; its industries, and all that pertains to its development."

These courses evidently existed only in the superintendent's reports, as no copies can be found either in the state library or in the local libraries.

The report of State Superintendent LaFollette contained the first well worked out table of contents. The subject matter was arranged for each month--"Course of study for District Schools; fourth grade geography, exercises to give primary ideas of time, position, and direction. Ideas of distance of a map. Study and draw school room, township, and county. Study Indiana--natural division of land and water; the United States; if time permits, North and South America; the world, zones of temperature, of vegetable products, of food plants, of animal life. Fifth grade: same as fourth."9

Superintendent LaFollette must have considered that geography was an important subject or that the teacher needed help, because in his report of 1890 he recommended that geography be taught in the second, third, and sixth terms in courses for the training of teachers.

The most complete course of study in geography to date was given in the report of Superintendent Geeting.10 It included a brief

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8 Holcombe, John W. Report to the General Assembly, 1886, p. 38.


course for grades two to seven. The texts for second grade were Brooks and Brook Basins, and Seven Little Sisters. The text for grade four, Elementary Indiana Series. Fifth grade text, The Complete Indiana Series. All studied physical, mathematical, and political geography.

The thirty-ninth report to the General Assembly began to show some improvement in the questions prepared for teachers' licenses. Two questions especially show a trend away from the strictly formal view: "(1) In what grades should geography be taught orally? Give reasons for your answer. (2) In what way are pictures useful to the teacher of the primary grades?"

The World's Fair at Chicago contained many exhibits from Indiana schools. A report of what was done and a comparison of Indiana educational exhibits with those of other countries were included in the report of the State Superintendent of Public Instruction.12

Superintendent David M. Geeting discussed the subjects of the course of study in his 1897-98 report.13 He said, "To give the pupil as full a knowledge of the subject as the time allotted in the course will permit...No subject furnishes a wider range of valuable, practical knowledge than this. It is to give the pupil mental culture."

He suggested the use of reference books, mounted maps, globes, pictures, current newspapers, magazines, and geographical readers. He further requested that the laboratory method--that is, specimens,

12 Vories, Hervey D. State Superintendent of Public Instruction, Report to the General Assembly, 1895.
experimentation, and field work--be used in connection with the geography work.

The first time the state manual and uniform course of study for the elementary and secondary schools of Indiana were published separately was in 1899. Frank L. Jones was State Superintendent. The texts used were written by Frye. There were two books, the elementary and the advanced. The course contained 186 pages. It was 3-3/4 by 6-1/4 inches and was smaller than the present adopted spelling book. The association of county superintendents had urged the revision of the course of study.

Even the new course did not indicate that there had been much change in the idea of geography. "Of vital interest to pupils, teacher, and examiner is the question of definition in geography. It affects every step in the teaching and in the learning. It applies not only to the class using the textbooks, but also to younger pupils."

Continuing in his discussion, he seems to contradict himself, "It is perhaps not necessary to remind the teachers that forcing pupils to memorize the exact words of a textbook is not teaching. A pupil does not know the text until he can express the leading thoughts in his own words."

The course of 1899 was the only one to date to advise that nature study be the basis of the first grade work, while in the second grade common land and water forms were to be studies.

14 County Superintendents' Association in its Resolutions at the meetings of 1895-97 urged the revision of the state course of study.

15 Course of Study, 1899, p. 7.

16 Indiana Elementary Course of Study, 1899, p. 17.
The present tendency to combine or correlate certain subjects into a plan known as social studies had its beginning in Indiana in the courses of study made in 1903-04. Geography, history, and language were combined in the first, second, and third grades.

Fassett A. Cotton, then State Superintendent of Public Instruction, had insisted on the division of the course into parts and pages. That a new meaning was being put into geography was clear. Instead of fact, form, and definition, the idea of relation and interdependence was creeping in. The discussion contains the statement, "Man's dependence upon the earth as his supporter has been developed in the study of home life, when the child is shown where what he eats, wears, and uses comes from."

At this time the elementary and secondary courses were divorced as the course of 1903-04 was only for the elementary school.

The state elementary course of study of the years 1905-06 showed much growth in size, for it now contained 644 pages.

Tarr and McKurty was the adopted text for the fourth and fifth grades; Frye's New Advanced Geography for the sixth and seventh grades. The text for the eighth grade was Dryer's Indiana Geography.

In 1907-08 there was only one new suggestion, that geography recitation be given twice and physiology three times a week. Fassett A. Cotton, State Superintendent, 1908-09, said, "During the first three years no text is used in geography. However, if there is one subject in the whole course that lends itself more completely than others to expression and construction in teaching, that subject is geography."

Superintendent Aley's course of study remodelers seemed to have discontinued the study of Indiana by the eighth grade but advise instead a general review, "The work of the eighth grade should
be in the nature of a review. The interest in geography will be greatly increased if the pupils have access to a number of good, readable books upon the subject."[17]

From 1913 to 1917, during the terms of office of Charles A. Greathouse, State Superintendent of Public Instruction, the course of study seemed to take another step. He recommended that more attention be paid to how to study and how to use maps. He placed great emphasis on "locations", especially in the sixth, seventh, and eighth grades.

The use and value of type studies in the teaching of geography were discussed for the first time in Indiana courses of study by State Superintendent Horace Ellis, who served during 1917 and 1918. He, too, urged that more time and energy be spent on teaching pupils how to study.

Greater changes came in 1921 when Linnaeus N. Hines became State Superintendent and held the steering wheel of the state educational process. A quotation from the course is, "In organizing a course of study, the interests and experiences of the child must be kept in mind." The local geography work would be in the grades below the fourth grade and should deal chiefly with the requirements of the home for food, clothing, shelter, light, fuel, luxuries, and with the means taken to meet these requirements. Journey geography in the fifth grade should be taught. The value of type studies, the need for illustrative material, and greater emphasis on regional geography, both physical and industrial, were some of the more important points stressed in this course.

The last elementary course of study for Indiana was made in 1926 when Henry Noble Sherwood was State Superintendent. The course contained more illustrative material, and the suggested topics for
special study might indicate an attempt at enrichment. The course was not much more than a topical outline for teaching; however, it contained one new phase—the stating of objectives along the line of the seven cardinal principles.

A tentative course of study was drafted during the summer of 1928 under the direction of Roy P. Wisehart, State Superintendent. It was flexible enough for either junior or senior high school. It was the first four-column plan ever used in a geography course in Indiana. When it is completed, by adding additional recent references, revising type studies, recording standards of achievement, such as desired knowledge, habits, and skills, and attitudes and appreciations, it will be one of the best courses in the country.

A resolution of the State Teachers' Association, adopted October 19, 1928, called for the revision of the elementary course of study in 1929. If it is carried out, it will mean a new elementary course of study in geography for Indiana.

SUMMARY

A survey of reports of state superintendents to the general assembly and courses of study from 1852 to 1928 shows the trends in geography to be. There was an appeal for uniform textbooks. As early as 1857 more than a dozen supplementary books in geography were recommended. In 1860 other geographies and a list of ten maps were added. Questions for teachers' examinations in geography in 1872 were very formal and showed that the approach was entirely through the memory. Indiana's exhibit of geographic and other educational material at Philadelphia in 1876 put Indiana on a pedestal where she stood seemingly satisfied for many years.

The first attempt at a uniform course of study was shown in the report of Superintendent John W. Holcombe, 1884. It had only a dozen
lines of space. Two years later the Teachers' Institute Outline contained a study program. In 1890 Superintendent LaFollette recommended that better courses in geography be arranged for teachers in teacher training institutions.

The questions for teachers' examinations in the report of Superintendent Vories in 1891-92 indicate that reasoning was finding a place in geography. Exhibits at the World's Fair at Chicago in 1893 reveal that a stimulus to compare our educational system with those of other countries was under way. "Mental culture" was the term expressing the aim of geography used by Superintendent Geeting in 1898. He recommended use of material outside the textbook.

The first state manual course of study published separately which could be found was printed in 1899. It was somewhat smaller than the present McCall speller. Nature study was advised in 1899. Correlation of geography with history and language was desired by Superintendent Cotton in 1903-04, and the teacher was encouraged to bring out the idea of relation and interdependence.

In 1910 Superintendent Aley advised that a review of previous work be given in the eighth grade instead of following the previous plan of studying Dryer's Indiana Geography.

Location and how to study and use maps were the outstanding contributions to the field of geography made in 1913-17 by Superintendent Greathouse. The only new thought in the course of study during Superintendent Ellis' term of office, 1917-18, was the suggestion for the use of type studies.

The ideals set up by State Superintendent Hines in 1921 have not yet been realized. He included not only all the best of the past recommendations, but encouraged greater emphasis to be placed on physical and regional geography, and that the child's interests and experiences be kept in mind.
The last elementary course of study was made during the term of office of State Superintendent Henry Noble Sherwood. While the course was no more than a topical outline for teaching, it gave much more material for enrichment of subject matter. It was the first elementary course which had its aims stated in terms of the seven cardinal principles.

In 1928 a tentative course of study was drafted under the direction of Superintendent Roy P. Wischert for junior or senior high school. It was the first four column plan of arrangement to be used in any state course in Indiana. It attempted to express desired outcomes in terms of knowledge and skills, attitudes and appreciation. It contains several new features and when completed should make a contribution toward the "higher citizenship" or the "good life".

The trends of geography in Indiana in the last seventy-six years indicate that the trends are the same as those found in other subjects, but the process has been slow, and now the searchlight of truth and value has been turned upon it. It is on trial. It must show its worth or die.
PRESENT TRENDS

NATURAL SCIENCE, SOCIAL SCIENCE, or REAL GEOGRAPHY

In a dynamic society, it is important that we stand aside from time to time from the movement of affairs to review trends, to assay products, to map new paths.

NATURAL SCIENCE VIEWS

About the middle of the nineteenth century, geography began its development as a natural science. This approach came in two directions. Ritter, a German historian and teachers, was probably the founder of modern geography. He would have the study begin with the natural environment of the student-home geography. He instituted map-drawing and comparisons of countries to bring out principles. The other approach was established by Humboldt, a German explorer, who stressed physical features, altitude, the plains, the lines of common temperature, and other facts of the surface of the earth itself.

"The transition from object teaching to elementary science, taught by oral methods, appears clearly in the development of the curriculum of the St. Louis schools about 1870. William T. Harris, later United States Commissioner of Education, was then superintendent in St. Louis."

Herbert M. Wilson of the U. S. Geological Survey, in discussing the relation of geography to the sciences, said, "Geography, the oldest of the sciences, bears the same relation to the natural sciences that civil engineering holds to the allied engineering professions, or that the president of a syndicate holds to one of its component, yet

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1 Parker, Samuel Chester. The History of Modern Elementary Education, p. 333
semi-independent corporations." This report came at a time (1902) in which the new geography idea had not been born.

The First Year Book for the Study of Education gives a broader view of geography, even if it was considered to be a science in that early day: "A science cannot be cut off arbitrarily in the midst of a continuous series of relations that characterize it. Geography must consider the ontography of the lowest beings as well as the highest. It should, therefore, be our effort in giving geography a mature development to open our conception of its content as widely as possible, rather than set narrow limits to it; to probe all the elements of physical environment and all the manifestations of life in order to discover examples of relations that have thus far been overlooked.

"One is tempted to say that all things seem to be shared in by all sciences and that each science can be defined only in terms of the relation in which it studies things, rather than in terms of the things that it studies. Although one may be at much pains to indicate the limits by which his science is reasonably bounded, it does not follow that he must hold too narrowly within these limits."3

"If observation is of the highest educational character, the imagination is constantly called upon to arrange the different parts of the growing image in the proper order. Nature-study then becomes more than a simple amassing of facts; it involves also the organization into a rational and consistent whole. Science itself is nothing more. This kind of image-growth is educational because it is rationally continuous."4

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2 Wilson, Herbert H. U. S. Geological Survey Report, 1902
3 The First Yearbook, Part II, of the National Society for the Study of Education (1902) p. 18-19
4 Third Yearbook, Part II, of the National Society for the Study of Education (1904) p. 20-21
"Only when we can formulate an agreement as to the content of science in the elementary school, based upon such a study as is provided in the Fourth Yearbook of the Department of Superintendence, can we move on from the present procedure of determining the content of science teaching for each school level on the sole basis of the opinion of those familiar with public school conditions. Our knowledge of science, to be of the largest service, must be in the form of principles and laws."  

"There has been considerable demand for differentiation between science and nature study. Many have insisted that science has no part in the curriculum prior to the high school. This tendency to distinguish between nature study and elementary school science has hindered instruction. The teacher can guide them to make correct generalizations rather than to allow them to gain current unscientific conceptions and superstitious ideas.

"The fundamental purpose as developed here is to guide the child in interpreting the phenomena of environment in the broader sense."  

Finney expresses his belief that "Geography is probably the most neglected of the sciences."  

In discussing the place of geography, Clarence Jones of Clark University said, "Geography was formerly held to be the science which treats of the earth and its people. Considered in this broad sense it included the subject matter of many associated sciences, but with little or no correlation. The subject dealt with an infinitude of details; it was scarce more than a scrap bag into which went a mass of

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5 Fifth Yearbook, Department of Superintendence (1927) p. 149.
6 Craig. A Tentative Course of Study in Elementary Science for Grades I and II (1927)
7 Finney. A Sociological Philosophy, p. 352
unrelated material. Its methods were wholly descriptive. It lacked unifying principle. Under these conditions, it is no wonder that people conceived the idea that geography was made up of the remains of various subjects and that little interest was manifested in it.\(^8\)

Modern geography is a new science, and many teachers and most college students know little of its content. They do not realize that the casual element now stressed so strongly has given it a content which has placed geography in university curricula and added to its practical value.

Sutherland says that geography is the nucleus for many other sciences: "The many-sidedness of geography relates it closely to various subjects of the curriculum. It is a nucleus at which the elements common to the three great groups of science, viz., the physical, biological, and social, seem to meet. In this sense, geography is a simple applied science. To divorce geography from these science relationships robs it of its richest content.

"Much elementary science can be taught and of necessity must be taught in connection with geography. This science must not be considered irrelevant, for it is an integral part of geography. Care must always be taken not to go beyond the proper limits of geography, and the facts presented should explain earth relations, and so be of use to the individual in dealing with his physical environment.

"To ignore the involved science in the study of geography tends to make the subject superficial, formal, and empirical. If the teacher has a well-defined notion of geography, the danger of irrelevance will not be great.

"The new geography is one of the media through which education may bring much that is practical and vital into the lives of those who study its content and comprehend its teaching."\(^9\)

\(^8\) Science, Vol. 60 (1924) p. 374.
\(^9\) Sutherland, The Teaching of Geography (1909) Ch. 4.
Dewey's objection is thus stated, "The pupils learn a
science, instead of learning the scientific way of treating the
familiar material of ordinary experience."10

SOCIAL SCIENCE VIEWS

"All school activities should contribute to making of an
intelligent citizenship of cooperation and service. The environment
of the material world points the way to a study of the objects and
phenomena that affect man's life--soil, climate, topography, the natural
products necessary to subsistence, etc.--or in other words, the usual
content of geography together with the rudimentary notions that are
contributed by geology, botany, meteorology, and other natural
sciences.....A study of the environment of our human relationships
must take account of economic factors--of industries and vocations--
and how men make a living.

"How and in what direction these material needs developed,
and through what organized groups and agencies the will of man has
been expressed in their satisfaction, they suggest the content of
history and political science...Certain minimum essentials, facts of
civil government, must be known in order to appreciate the duties and
obligations of citizenship.

"Training as well as environment is a major factor in the
product. Civics as a kind of social training is not so much a body
of knowledge as it is a means and method of an individual's reaction
toward his fellow."11

11 Connecticut Course of Study in Social Science: Geography,
History, Citizenship for Grades 1-8. (1925)
The various aspects which are to be developed through the social science curriculum are the natural, industrial, economic, civic, political, social, and cultural. These aspects can best be developed, so far as content or subject matter may be involved, from the medium of nature study, geography, history, civics, elementary sociology, and elementary economics. While the content and social activities of all these subjects are rapidly changing and may be subject to further changes, the greatest need at present is for a specific statement of the objectives, a more concrete analysis and definition of the scope and purpose of the social sciences considered as a unit, and suggested methods of approach, which will place the emphasis on the development of social abilities, attitudes, and ideals....

"The main aim or purpose of the social sciences in the public schools is to provide the pupils with the basic knowledge and experiences of the past and present, which will give them an undertaking of our present social situations and institutions and thereby develop in them the desirable social abilities, attitudes, and ideals which will stimulate them as individuals and groups or individuals to analyze and generalize their experiences to the end that they may better participate in the various social activities and institutions of our republican government now and in the future." 12

The major social science subjects which are presented in the Detroit elementary course in social science are the following:

1. Natural and social phenomena, in grades 1-3
2. Geography, travel, and biography, grades 4-5-6
3. American history, grade 7
4. Recent history and civics, and a survey of world history, grades 8-9 13

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12 Detroit Public Schools, Course of Study in Social Science (1923) p. 5.
13 Ibid, p. 41.
"In the first three grades, the emphasis in the social sciences is placed on the development of basic natural and social experiences provided through activities.

Beginning with the fourth grade, the pupils' social experiences and knowledge are rapidly broadened. As the child grows older, and his social world becomes more complex, his experiences and knowledge must be obtained to a greater degree through the thought process. Especially is this true in the study of geography and history of the United States and of the world as a whole. It is impossible to provide activities sufficiently concrete to give the pupil all his knowledge and understanding of the social world outside of his immediate environment. However, activities physical or mental must remain the chief means of providing the pupil with knowledge and experience."

The environment of the material world points the way to a study of the objects and phenomena that affect man's life—soil, climate, topography, the natural products necessary to subsistence, etc.—or, in other words, the usual content of geography together with the rudimentary notions that are contributed to geology, botany, meteorology, and other natural sciences.

The Harold Rugg plan seeks to abolish the identity of each of the subjects included in the course. There is no subject, as such, as geography or history. It makes use of factual, locational, historical, industrial, commercial materials and the needed data from civics from the working out of whatever projects are undertaken. This treatment fails fundamentally to do justice to the geographical outlook and

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14 Detroit Public Schools, Course of Study in Social Science Grades 1-6 (1923) p. 5.
training needed by seventh grade pupils. They come to the seventh grade with a woefully limited outlook on the world as a whole; in order to finish regional geography in the sixth, other work is either crowded out or merely touched.

The new aims of geography are not introduced into the Rugg plan. The regional conception as a basis for geographic study is neglected.

Edwin J. Dahl completed a study in which he attempted to show that there was overlapping of subject material in senior high school social science textbooks. His report is given because it indicates what is likely to happen in the grades. He sent out three hundred blanks with the following results: "Findings: Civics usually appears as a constant, and economics, sociology, and problems of American democracy appear as electives in most high school curricula. The conclusions listed indicate that social science teachers in senior high schools are making a poor job of it. Teachers poorly prepared; subjects should be taught in a scientific as well as inspired manner."15

The social science work of the first two grades consists largely of providing the child with primary or basic experiences of the natural and biological world and in the development of some of the fundamental social concepts, which will form the basis for his later interpretation of the social world. The chief medium for providing these experiences and the development of the social concepts of the primary grades is material drawn from nature study, elementary civics, and history.

"We believe, then, that the following results should be obtained from a course in social studies:

(1) The pupil should gain in a knowledge of facts.
(2) He should be trained in sound habits of study.
(3) He should be taught to see causal relationships.
(4) His point of view should be broadened.
(5) His powers of judgment and imagination should be trained.
(6) He should develop a true sense of patriotism.
(7) He should be trained for effective citizenship.
(8) He should develop a real interest in public questions.  

The above results could be accomplished through the teaching of geography. The word "trained" in points (2) and (7) could better be expressed by the use of the word "develop".

Distinction between social science and social studies is explained in the Lakewood, Ohio Social Science Course: "To all intent and purposes the terms 'social sciences' and 'social studies' appear to be synonymous. In constructing the following course of study, however, we have chosen to make a distinction between them. We have thought of a course in the social sciences as being the arrangement in a complete whole of subject matter relating directly to the organization and development of human society, and to mankind's place in social groups. This would mean the selection of the proper amount of content matter in sociology, economics, history, civics, ethics, geography, and vocational guidance to make a balanced course. We do not feel that such a selection has been made as yet. We recognize that much good work has been done in books and syllabi, but this work seems to be even yet to a great extent in the experimental stage, and there remains a great deal of reorganization, evaluation, and adjustment to be done. Another difficulty is the administration of other subject matter."  

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16 Course of Study, Social Studies, Lakewood, Ohio; grades 7-8-9 (1926) p. 6
17 Ibid, p. 5.
The following quotation is from the junior high course of Milwaukee: "No field offers such splendid opportunities for training in citizenship as the social science studies—history, geography, and civics. Teachers are confronted with the task of breaking up the general objective of citizenship into more immediate goals, choosing suitable subject matter from the vast quantity of available material and relating it to the pupils' interests and experiences so as to produce the desired knowledge, habits, attitudes, ideals, and skills."18

Calvin G. Davis believes geography has socializing value:
"That geography as a socializing subject has had its values inexcusably ignored by most of our schools can scarcely be denied by anyone who takes the trouble to analyze the facts. This mistake must not be perpetuated."19

Another junior high school view, by Touton and Struthers, is this: "The best educational thought of today recognizes two levels of attainment as desired outcomes of courses in science. A close examination of the content included in several textbooks used in the teaching of science courses in the junior high school shows that there is little agreement and organization of such courses. There is considerable overlapping between courses, between geography of the social-science programs, and that of the science course."20

"The objectives for the social-science course, viewed from any social aspect or approached from any social point of view, may be summed up in one general aim—the 'socialization of the child.'"21

18 Tentative Course of Study in Social Science for the Seventh and Eighth Grades, Milwaukee (1925) p. 90.
19 Davis, Calvin G. The Junior High School. p. 187.
21 Ibid, p. 318.
Touton and Struthers, in their book, quote from the Los Angeles course, which retains individual divisions of subjects.

Seventh grade--social geography
Eighth grade--U. S. history, occupations, civics
Ninth grade--citizenship or ancient history

An experiment is being tried in the Horace Mann Junior High School in the use of units. Two specialists, one in history and civics and the other in geography, were present during the classroom period, one teaching and the other observing. Then they fused their respective materials in geography, history, and civics in order to get a more complete and well-rounded picture. A trained observer who also was present organized the essential details and carefully worked out lesson units. Now it is handled by one teacher. The plan begins in the seventh grade.

Dewey gives geography and history important places in the curriculum: "The meanings with which activities become charged concern nature and man. This is an obvious truism, which, however, gains meaning when translated into educational equivalents. So translated, it signifies that geography and history supply subject matter which gives background and outlook, intellectual perspective, to what might otherwise be narrow personal actions or mere forms of technical skill. With every increase of ability to place our own doings in their time and space connections, our doings gain in significant content. The task of education is to see to it that such activities are performed in such ways and under such conditions as render these connections as perceptible as possible. To learn geography is to gain in power to perceive the spatial, the natural connections of an ordinary act; for what is called geography as a formulated study is simply the body of facts and principles which have been discovered in other men's experience about the natural medium in which we live, and in connection with which the particular acts of our life have an explanation. History and
geography, including in the latter, for reasons about to be mentioned, nature study—are the information studies par excellence of the schools.”

REAL GEOGRAPHY VIEWS

The nearest approach to what elementary geography really is explained by Parker and Barrows in this way: "Modern geography is a descriptive and explanatory science dealing with relations between man and his natural environment. By natural environment there is meant, of course, the combined physical, plant, and animal environments. The distinctive function in both to describe and to explain the relationships of man to his natural environment; to examine and interpret the adjustments which groups of people have made to the combinations of natural environmental conditions that exist in the regions in which they live; to explain why men use the land and its resources as they do; to study the advantages and disadvantages, the opportunities and the handicaps, of unit regions throughout the world for utilization by man. The essence of all this may be stated in a very simple way by saying that in studying modern geography one studies why people work and play and live in different lands in the ways they do, or, again, that in studying the geography of any part of the world, one is concerned with learning how the people there have made or can make their work and play and their ways of living fit the kind of country in which they dwell.

"Thus defined, geography has a field cultivated but little, if at all, by any or all of the other natural and social sciences; has a unity formerly lacking; and has a point of view unique among the sciences

which deal with humanity. Thus defined, geography is neither a natural science nor a social science; its field lies between the domains of those groups of sciences. This does not mean that geography can claim exclusive ownership of all the facts with which it deals. No science enjoys exclusive possession of all the data with which it is concerned, and whether a fact is geographical or not depends upon how it is used."23

The First Yearbook of the National Society for the Scientific Study of Education contains the following statement: "It is especially the factor of relationship of earth and inhabitants that characterizes geography as a subject apart from other sciences, and that gives an essential unity of content and discipline to all its varied parts."24

The place geography must take in the world of affairs is stated in the 1921 Outlook. "Back in your day 'geography was the science which treated of the world and its inhabitants:' a description of the earth, or a portion of the earth including its structure, features, products, political divisions, and the people by whom it is inhabited.

"Today: Geography is the study of the world as the home of man. It carries us over every land and sea; unfolds to us the wonders of nature, the distribution of plants and animals, the influence of climate, the upward struggle and final supremacy of man. It shows man in the twentieth century as the master of environment and no longer its slave. Geography underlies all history and is the foundation on which all commercial studies must be built. It teaches us the inter-relations and interdependence of nations. It engenders a sympathetic understanding of the people differing from us in race, customs, ideals, and modes of living. It is fundamental to the formulating of lasting international policies that spell world peace.

"We have neglected to develop the study of geography in this country. As a consequence we are an illiterate people as respects the economic conditions of our own and other lands. We do not as citizens know how to vote intelligently on questions of international policy, and yet such questions are brought before us almost every day in the newspapers and we expect them to be brought before us in every general election.

"Scientific teaching of geography will enable us to establish new methods of solving international problems in place of the methods recently relied on—the result of lack of geographical knowledge." 25

U. R. Leker made a survey for his master's thesis with the following result: The problem was to determine the overlapping of the subject matter of general science with that of physics, chemistry, biology, zoology, botany, physiology, and physical geography.

"The investigator analyzed thirty-one textbooks. The average textbook contained 546.1 pages. It was found that 195.6 pages overlapped in two or more subjects." 26

According to Ridgley and James, geography occupies a middle ground between the natural sciences and the social sciences. It finds its facts of physical environment in the realm of the natural sciences, and its facts of human activities in the social sciences. It thus becomes the interpreter to man of the relationships existing between human and the physical environment in which man lives.

Says A. E. Perkins, "Hence there are but few exceptions in the whole list of school subjects from geography at times does not draw; and, conversely, there are but few that at times are not aided by a geographic viewpoint. Nevertheless geography has as distinct an individuality as any of them."

25 Ashley, Wm. B. "Jogging Up Geography". The Outlook, Vol. 126 (1921) p. 651.
"As a result of the nature of the subject, beginning geography, or rather, pre-geography, includes everything in the environment of the child. This so-called homelore is the simple, unorganized beginning of all those subjects which deal with the material world and which are finally differentiated and known as nature study, (later as science) geography, history, civics, industry, economics, ethnology, etc... It does not seem as though nature study, geography, and history should be differentiated before the close of the fourth year. Throughout the fifth, sixth, seventh, and eighth years it has been universally recognized until recently that the subjects mentioned should be taught separately."27

The quotations which follow will give the sentiment of the authors toward the combination or geography with the social science or natural science groups.

Barrows says, "It is impossible to give in the first six years of a child’s school life a knowledge of geography which the average citizen needs."

McConnell says, "My observations lead me to believe that in a course where geography is supposed to be merged with other subjects there is a strong tendency to neglect it entirely."

E. E. Lackey says that at the adolescent state of the junior high school pupils geography offers a rich assortment of material designed especially to promote a sympathetic attitude and understanding of peoples.28

27 General Science Quarterly, March (1925) p. 156.

The relations of geography to other subjects of the curriculum are explained by Dodge and Kirchwey: "Geography and history therefore occupy a common ground in part and the worker in either field may wander far into the domain of the other without thought of trespass. The teacher of either subject must be equally free to see and use the cross relations if he would make his subject personal and convincing."

"In the upper grades the work in nature study should interlock with that in geography. Home geography could well be introduced in nature study in the lower grades and so taught as to be of service in the later geography work.

"The cooperation between geography and arithmetic cannot be so close as that between geography and either nature study or history. Geography does offer to the field of arithmetic a great field of practical, real problems.

"The relation between geography and language is constant and important. No subject can be presented to children without making use of language, oral and written."29

The Missouri State Course is flexible and broad: "During recent years subject matter in the field of geography has developed along lines which have increased the significance and importance of geography as a desirable subject for junior and senior high school."30

H. W. Fairbanks says that the educational value of geography in the junior high school cannot be replaced by any other subject or combination of subjects. "Perhaps the most fundamental objection to the inclusion of geography in a social science course is that in reality the subject is not a social science, although it generally

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30 Course of Study in Geography for Junior and Senior High School, State of Missouri (1928) p. 3.
seems to be accepted as such. This is a mistake, as analysis shows.

"Real geography is distinguished from all the social sciences by the fact that it has to do only with relations that are earth conditioned, and in the restricted sense in which it is handled in the elementary school, with the relation between man and his environment."31

A somewhat different unit plan for geography is used in the Oshkosh schools: The course as outlined is not separated into sixth grade, seventh grade, and junior high. There are just so many units to be mastered. Some grades will make greater progress than others. It is possible for a good class in junior high school to complete the work in one year. If they have had this work in the sixth and seventh grades, the pupils of the junior high school might make a very satisfactory review of this course in one semester.

The unit plan is still in the experimental stage: "In spite of what has been said, it should be distinctly understood that by no means all or even a very large number of junior high school curriculum makers have yet accepted the unit point of view. That is, combining geography, history, and civics.

"Baltimore City and Pennsylvania State Departments of Education have separate courses in geography, while combining history and civics."32

Charters believes that geography is related to other subjects and they depend upon geography: "Geography is related to almost every subject in the world, for the all-sufficient reason that almost everything in the world is more or less dependent upon climate or the

31 Fairbanks, H. W. "Can the Educational Value of Real Geography in the Junior High School Be Replaced by Any Other Subject or Combination of Subjects?" Journal of Geography, Vol. 26, Nov., 1927.
32 Fifth Yearbook, Department of Superintendence (1927) p. 217.
physical condition of the earth. History depends on geography, which is called the "eye of history". Botany, likewise, is dependent upon climate and soil, since the form of the plant is determined very largely by its environment. Modes of dressing, with all the industries dependent upon the need for clothing, vary with the climate. And architecture, from the igloo of the Eskimo to the palm hut of the South Sea islander, is dependent almost entirely upon the physical conditions of the locality."  

An Article in School and Society expresses the country's need for trained geographers. "In the training of citizens for a democracy, there are four lines of study that go hand and hand in making broad-minded citizens--economics, history, political science, and geography. I am thinking of geography in its broad sense--the kind of geography that makes men well informed about the nations of the world, which makes them intelligent about other peoples, about their aptitudes, their forms of government, their social institutions, their national likes and dislikes, their military and moral strength, their reserves of coal, iron, copper, and petroleum, the character of their transportation system. I cannot escape the conviction that education which does this for our young men and women is one kind of education that our nation in this age demands."  

Betts says, "Geography is one of the broadest and richest of school subjects. Its business is to describe the earth as related to the interests, needs, and activities of man. It must therefore deal with many kinds of knowledge, both about the earth itself and also about man. Geography finds its subject matter in the fields of many other subjects, being obliged to call upon the material sciences, the

33 Charters, W. W. Teaching the Common Branches (1913) p. 227.
the social sciences, mathematics, etc., for many of its facts. Yet these facts are treated differently when brought over into geography from what they are in their own field, for in geography they are always used to describe or explain the earth as the home of man."35

Woofter thinks the new geography has an important place in school. "The new geography is a school subject of great value. It has its practical utility in knowledge of the sources of raw materials, such as corn, cotton, wheat, grapes, tea, coffee, sugar, coal, iron, and all useful commodities; in knowledge of markets, trade centers, best routes of shipment and travel; in knowledge of the places and facilities of manufacture and the possibilities of home regions undeveloped. The farmer can use to his advantage all this. Another value of geography is the information about our own country and people, our relation to other peoples of the world and their mutual interdependence."36

In the junior high school a different point of attack and selection of geographic subject matter is made from that which the pupils experienced in the intermediate grades. "The junior high school course presents a series of world views, cross sections of human activities, in relation to factors of the natural environment throughout the world.

"The junior high school is to function as an explanatory and socializing course."37

35 Betts, George H. Classroom Method and Management. (1917) p. 239.
37 City of Baltimore Course of Study in Geography for the Junior High School (1926)
The city of Baltimore has a model elementary course of study in geography: "Obviously then, geography is one of the great means by which we understand life. Moreover, there are countless contacts with geography in everyday life. Travel, magazines, newspapers, and the great World War, the never ending stream of immigrants to our country, or rapidly increasing foreign trade, are a few specific examples of the conditions which are daily arousing a greater interest in geography."38

Berkeley schools consider geography as "geography" in their recent course. "Realizing that the interpretation of any curriculum is of as much importance as its organization we submit this course of study with the hope that its suggestiveness may stimulate the teaching staff to an interest in the subject of geography as vital as that experienced by the committee during its formulation."39

Fairbanks argues that geography has a place of its own:

"There has been much confusion regarding the proper boundary of geography. Most of the textbooks and courses of study contain unassimilated material from nature study or science, history, civics, industry, etc. By this is meant that facts from these subjects are included bodily with little or no effort to bring out their geographic bearing or to show how they help the study of real geography. Facts of history are there as plain history; facts from civics are there as civics; facts from elementary science are there without showing why they should be placed in geography; facts from industry are there as mere bits of information. Out of all this has come the disrepute of geography. It has helped to confuse educators who are not specialists in geography and has led to the idea that it is a little of everything in general and not much of anything in particular.

38 Course of Study in Geography for the City of Baltimore, Grades 4, 5, and 6 (1924) p. 9.

39 Course of Study in Geography, Grades 1-6, Berkeley, California (1927) p. 5.
"With this general haziness enveloping geography in the minds of educators and the over-crowded curriculum influencing them, a critical attitude towards the old, established subjects has developed. The growth of the junior high school idea has caused a sharp division of school work at that period. Another influence has been exerted by those particularly interested in the social science group of studies, and economics can be united in a single aim, and thus accomplish as much as if each were taught separately in a much shorter time. That would stop geography as such at the end of the sixth grade. This plan originated with the teachers of history, who found their pupils would stop geography as such at the end of the sixth grade. What originated with the teachers of history, who found their pupils could make better progress when the geographic aspect of their subject was taken into consideration.

"Some school systems, especially where they have junior high school, have geography finished in the sixth grade, and the seventh and eighth study social science, usually taught by a teacher who was not trained in geography; therefore, the viewpoint of real geography is lost.

"It is not because of the long-established position which geography has had that the separation of geography from other subjects in the curriculum is advocated to and through the sixth grade. It is very questionable whether the old geographical description, and very formal, should continue to hold its place. The results are far from what they should be. But the nature of real geography calls for a complete change in the methods of teaching. There must be aroused a more insistent demand from within the ranks of geography teachers for a reorganization and reconstruction of the subject. It must prove its worth."40

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40 Fairbanks, Harold W. Real Geography and Its Place in the Schools. p. 156.
In discussing the relation of geography to other subjects in the elementary curriculum, Dr. DeForest Stull says, "Thus it is evident that school subjects are intimately related and that geography, dealing as it does with the vital human problem of adjustment of peoples to their physical environment, cuts across many of these subjects. In so doing, geography calls to its aid these other subjects and suggests problems for it to solve. This exchange does not mean, however, that any subject, least of all geography, needs to lose its particular viewpoint." 41

Dr. Stull has a nine-year plan for teaching geography.

The following, which are quotations from personal letters, will show how the authors feel about present day geography:

DeForest Stull, Teachers' College, Columbia University,
January 26, 1929: "You are correct in my estimation. Call it geography from grades one to eight if it deals mainly with the interrelationships existing between life and the earth."

George J. Miller, Editor Journal of Geography, January 24, 1929: "Geography in the elementary school today is essentially a study of the adjustment of man to his natural environment. In other words, that is the main theme of elementary school geography. A social study deals primarily with the relation of man with his own fellow beings. Since geography in the elementary school deals with the relationship of man to his natural environment, it is perfectly obvious that geography cannot be primarily a social study. Geography contributes to the solution of social problems. A few professors of education have realized the importance of geographic knowledge in the solution

41 Dr. DeForest Stull. A Course of Study in Geography. Horace Mann School, Columbia University (1928) p. 53.
of social problems, and have very carelessly jumped at the conclusion that geography was therefore a social study. They have evidently overlooked the fact that geography was an essential contributor because it dealt with the reaction of humans to their natural environment. No doubt, the pendulum of enthusiasm swung by careless workers will carry geography into many courses of study as a social subject before the essential differences described are fully recognized. However, these essential differences doom such a movement to ultimate failure. I firmly believe that truth will ultimately prevail. In fact, I am inclined to think that the peak of the social study movement which includes geography has already been reached. I was very much interested in getting the reaction of Dr. McMurtry and Dr. Bagley in personal conversations when I was in New York a few weeks ago. They did not authorize me to quote them, but you can well guess their sentiments from the fact that I am mentioning it here. In reference to the second paragraph of your letter I beg to say that geography is a natural science just the same as botany, zoology, astronomy, etc. This in a way answers the question raised in the last paragraph of your letter. It simply means that human beings have called that body of material geography just the same as they have called another body of material botany, and still another body of material zoology. No doubt someone, some time in the past, could have invented some other name. Personally, I do not see any occasion whatever for calling geographical material by any other name than geography. I do not understand why the name should be changed to anything else."

Douglas C. Ridgley, Professor of Geography, Clark University, January 10, 1929, "I have your letter of December 29th inquiring about the classification of geography. It seems to me that it is best classified just as geography, not as a natural science nor a social
science. It stands, as I see it, between these two great groups of sciences and points out the relationship of one group to the other."

Robert G. Buzzard, Illinois State Normal University, January 23, 1929: "Call it geography--because geography is neither a natural science nor a social science. It is more; it is both. Geographic environment includes two groups of factors

(1) natural
   (a) physical
   (b) life
(2) cultural (man made)

Our cultural environment includes

(a) Means for securing necessities.
(b) Means for securing luxuries.
(c) Means for securing higher needs.

If we included these alone, perhaps a social science. However, geography is concerned with the relation of earth environment to man--including both natural and cultural."

Eric P. Jackson, Professor of Geography and Geology, Hillsdale College, January 9, 1929. "In reply to your letter of December 29th as to whether I would class geography as a natural science, social science, or just 'real geography', I may say that you have raised a problem that is rather acute in educational circles at this time, which cannot be answered by just 'yes' or 'no'. I, personally, feel that geography in the elementary school or at whatever educational level it is taught is neither a natural science nor a social science. I feel that it is directly a 'bridge subject'. I feel that this is inevitable from the very definition of the subject, namely, a study of the relationships between man and his natural environment. Since certain American geographers still define geography as the study of the distribution and interrelation of the phenomena (including man) of the earth's surface, I feel that where a classification must be made because of the requirements of an educational system, that it should be regarded, most certainly, as a natural science. As close as the relationship is between geography and history and economics and civics
and sociology, etc., I feel that by definition and that by method the science should never be classed with the social sciences. I distinctly feel that in many of our junior high schools today that geography is being "snowed under" by being grouped with and taught by social science teachers. Along this line you would have been very interesting in hearing, at the recent Christmas meeting of the National Council of Geography teachers, Professor J. Russell Smith's very effective talk on "Scrambled Eggs and the Social Studies." I presume by 'real geography' you mean that geography should have essentially independent status and that you feel that it is even strong enough to serve as a correlating subject around which both the natural and social sciences can be grouped. If this is your idea, I heartily agree with it."

R. H. Whitbeck, Professor of Geography, University of Wisconsin, December 29, 1928, "Teach it just as an enriched course in geography."

Charles C. Colby, Professor of Geography, University of Chicago, January 3, 1929, "In my opinion geography in grades two to six, or in any other place, should never, under any condition, be classed as a social science. I would be as positive in my opinion that it should not be classed as a natural science. It is an earth science, and either should be classed in that way or still better and more accurately listed as geography. At the present time there is a great tendency to want to list all the academic fields under a few headings. This is, of course, illogical, for certain fields stand out by themselves and do not classify under any of the common headings. The reason for my positive statement lies in the fact that geography is the relation of human activities to the natural environment. Social science deals only with human activities, just as natural science deals only with nature. Geography deals with the relation of human activities to nature, and therefore touches social sciences on the one
hand and natural sciences on the other, but it is a distinct discipline as compared with either the former or the latter."

Isabelle K. Hart, State Normal School, Oswego, January 6, 1929: "In my opinion, geography is a subject which can and should stand on its own feet, and be called by its own name. It is true that in some phases it coincides with natural science; but not in its entirety. It is true that modern geography has its social aspects; but one cannot select a set of lessons in social science and graft them upon another selected set of lessons in natural science and call the result a successful course in either, or in geography. The keynote of geography is relationship between earth factors on the one hand and human responses on the other. Unless this relationship so thoroughly permeates the whole course that the idea is apparent, broadly speaking, in every hour's work, I feel that the result is not geography at its best. Geography is a subject which possesses an enormous wealth of useful materials—facts, if you prefer, and of natural science or social science; it requires also the use of a considerable set of skills which are peculiar to itself, however useful they may be also in the pursuit of the social sciences. Geography is also a subject with a tremendous appeal to the child who is far too young and inexperienced in civics or any organized social relation to spend time profitably in consideration of social science. There are places where the study of geography, history, and civics converge, especially during the study of our own nation's history and development governmentally; but the geographic training should precede the social aspects to be of use. Many of the most attractive and striking units of the geography work are almost a total loss from the social science point of view; there is very little for the social scientist in a study of the Amazon jungles, the nitrate desert, the polar wastes, the
Eggs and the Social Science in New York at the December meeting. J. Russell Smith, Columbia University, January 5, 1929: It is much better, really, to call it geography for the reason that calling it anything else only covers the half of it. You might be interested and find it helpful to see my definition of it in the little booklet on Geography in the "Reading With a Purpose Series" which can be obtained from the American Library Association, 36 East Randolph Street, Chicago."

E. E. Lackey, Associate Professor of Geography, the University of Nebraska, January 29, 1929: "As I see it, geography as a whole cannot be classed with either the social or the physical science. It must use both. In fact, that is just what it claims as its field. Geography is a bridge between these two groups of sciences. All modern definitions of geography stress a study of the relationships between two groups of facts, namely those dealing with physical environment (largely from the natural sciences) and those dealing with human activities and responses (largely from the social sciences). As far as geography in grades one to eight is concerned, I think, you should stick closely to the idea that geography is regional in its nature, and as such, always stresses a study of the relations between the physical environment of given areas and the activities of the people within those areas. Now if we insist that geography is a study of regions, our position between the natural and the social sciences at once becomes tenable. Neither of these sciences
centers about the region. The one stresses a study and understanding of physical phenomena, but not from regional point of view, while the other emphasizes social phenomena but not in its regional aspects. Geography as a study of regions is interested in explaining the relations of the observed social phenomena to the environmental background of physical phenomena. I hope in your courses of study that you do not make the mistake of placing large emphasis on industries and commodities apart from their regional aspects. The true geographer will always attempt to make his work regional. By so doing he is always able to defend his chosen subject against the onslaughts of those who maintain that geography is a 'hodge-podge' and an interloper and as such has no claim for an independent place in the curriculum."

W. M. Gregory, Director Educational Museum, Cleveland Public Schools, January 29, 1929: I am quite sure that the elementary school will not profit any by trying to inject in geography a great variety of social studies; or to make it strictly a natural science. Geography, it seems to me, has enough material worth while to the child to be classified as Geography and entitled to a place in the curriculum on the basis that it gives children practical knowledge worth while to them as citizens.

Wallace W. Atwood, Professor of Geography, Clark University, January 5, 1929: I beg of you to not open the question as to what geography is. Do not classify it as a natural science, or a social science, but do just as you seem to be inclined, with which I am most heartily in sympathy: Call it Geography. Make it just as human as you can; enrich the work through frequent references to history, perhaps use the historical point of view in the approach to many of your problems; make it real, and make it vital to an understanding of the problems of today. Take all that is good from the so-called science idea, for that, as far as I can discover, is their geography content.
They have little more to offer. We have been moving rapidly through a more socialized phase of our study, but it is still geography.

**SUMMARY**

The study indicates that geography is considered to be the oldest of the sciences and was, from the middle of the nineteenth century until rather recently, taught as a natural science rather independently of its other relations. It lacked unifying principles. Its methods were almost wholly descriptive.

The social study advocates feel that geography has lost its own identity and can be valuable only when mixed into a kind of scrambled eggs mixture with other subjects; they have held sway for some years.

Some authors feel that the proposed combinations are not getting the results which they had anticipated and are questioning the continuance of such a plan. They advocate that geography stand on its own feet. Those who still have faith in geography as one of the basic subjects are questioning the proposals that have come from social study enthusiasts with such rapidity that a common base for constructive work is not yet apparent.

The following geographic specialists, just quoted—Professor Stull, Miller, Ridgley, Buzzard, Jackson, Whitbeck, Colby, Hart, Smith, Lackey, Gregory, Atwood—have had the courage to take a decided stand against the social study combination. They claim that geography has a field all its own which should be enriched from both the natural science and social study fields.
There have been, in the past courses of study, two plans, known as the one-cycle plan and the two-cycle plan. Most textbooks and courses of study have been constructed on the two-cycle plan. Those objecting to the two-cycle plan have given as their reasons that it leads to needless repetition and often confusion as to just where the lines should be drawn. The plan of this tentative course is the one-cycle plan which the sequence of topics and subject matter will indicate, the suggested outline for study:

I - II. Grades One and Two.
A. Introduction
B. Desired outcomes in
   1. Knowledge and skills
   2. Appreciations and attitudes
C. Observational geography based on the local environment.
   Plant life--animal life--seasonal changes--minerals--
   soils, a few natural phenomena of earth, air, and sky.
D. Suggestions, stories, pictures, and slides.
E. Bibliography

III. Grade Three.
A. Introduction
B. Desired outcomes in
   1. Knowledge and skills
   2. Appreciations and attitudes
C. Plan a visit to children of many lands--type regions,
   India, Arabia, Switzerland, China, Eskimo-land, France,
   Philippines, Holland, and Japan.
D. Stories, books, pictures, slides, some map and globe observations
E. Bibliography

IV. Grade Four
A. Introduction
B. Desired outcomes in
   1. Knowledge and skills
   2. Appreciation and attitudes
C. Stories, books, pictures, slides, map and globe use
D. Plan—the earth as the home of man—beginning at home—
   study of activities concerned with the production of
   food, clothing, shelter, and communication.
E. Bibliography

V. Grade Five
A. Introduction
B. Desired outcomes in
   1. Knowledge and skills
   2. Appreciations and attitudes
C. Plan—The third and fourth grades have had an opportunity
   to learn something of their relation to the world. In
   grade five, a world study—the earth as a home of man,
   but the earth as a part of the universe. General
   world study.
D. Stories, books, pictures, slides, globes, maps,
   illustrative material.
E. Bibliography

VI. Grade Six
A. Introduction
B. Desired outcomes in
   1. Knowledge, skills
   2. Appreciations and attitudes
C. Plan--Intensive study of the Mediterranean region, arranged to coordinate with the teaching of European history and to study present problems of those regions.

D. Stories, books, pictures, slides, maps, globes, and any obtainable useful illustrative material.

E. Bibliography.

VII. Grade Seven

A. Introduction

B. Desired outcomes in
   1. Knowledge and skills
   2. Appreciations and attitudes

C. Plan--An intensive study of Latin America with especial emphasis on regional study of the United States and possessions of the United States--world relations--units developed on recreation, and U. S. regions.

D. Stories, books, pictures, slides, globes, and all obtainable useful illustrative material, selecting, organizing material.

E. Bibliography.

VIII. Grade Eight

A. Introduction

B. Desired outcomes in
   1. Knowledge and skills
   2. Appreciations and attitudes

C. Plan--An intensive study of home state, in its country and world relationships, an extensive regional study of all the continents of the world, touching great natural and industrial regions.

D. Books, stories, pictures, slides, maps, globes, illustrative material.

E. Bibliography.
THE PUPIL

1. To be happy in home, school, and community work by realizing that it has value in and of itself.

2. To create an interest in the welfare of their fellow students and others with whom they come in contact.

3. To have a burning desire to lead the "good life".

4. Factors in the "good life" are

   (a) A desire to have a sound body and mind; to aid others in being healthful.

   (b) To have a desire to have a command of the fundamental processes as keys to unlock greater fields of knowledge.

   (c) To be a worthy member of a home.

   (d) To be able to find and follow a vocation and not only to serve oneself and those dependent, but to serve society, and to find in that vocation his own best development.

   (e) To be a good citizen, in his own and in the world environment. To realize that to be able to do that, a many-sided interest in the welfare of the community in which he belongs, loyalty to ideals of civic righteousness, practical knowledge of social agencies and institutions, good judgment as to means and methods that will promote one social end without defeating others, and good habits of cooperation in all worthy undertakings—all are necessary.

   (f) To realize that leisure time may be used to promote the first five aims which are interwoven into the fabric of the "good life". The enrichment and enlargement of his personality may come from re-creation of body, mind, and spirit.
g) A wise selection and organization of content of instruction in geography, the social contacts of pupils with one another, and with teachers.

5. A realization of the interdependency of nations and people.
6. To realize what the good life is and to be able to choose it because it has intrinsic value.

THE TEACHER

1. To realize that human life has intrinsic value.
2. To understand that the environment—home, school, community—must be such that it will lead toward growth in the "good life" because only growth in the right direction can be abiding.
3. To know that the essence of community life is likemindedness—a spiritual thing—which is possible only when there is a realization of a common purpose.
4. To have a rich knowledge of subject matter and stages of its growth, both of experience and the informational type.
5. To realize the kind of men and women that are wanted before beginning to aid in the education of boys and girls.
6. To foster a spirit of interdependency among the people of all nations, that the spirit of democracy and world peace may be furthered.

SOME TERMS DEFINED

The Good Life is one which grows continually finer and richer, with more thoughts, more meanings, finer and finer distinctions, better ways of behaving, higher degrees of skill, broader interests, wider and better organizations.

An aim should be founded upon intrinsic activities and needs. An aim must be capable of being translated into a method.
"The broader problem of method--How we influence the child, the way we speak to him, the kind of house we provide, all his surroundings, in general all the ways in which we treat him--all these things have great effect on the many simultaneous responses he makes, inwardly and outwardly, and from these responses come his character"--Kilpatrick Foundation of Method.

By knowledge and skills are meant the knowledge and skills necessary to satisfy the requirements of the subject.

A unit of study is an elastic term which may include the work for a period, for several periods, or for several weeks.

A geographic region is an area in which there is a fairly unified physical environment which produces defined and unified human responses. These responses may be simple or complex. A country may be divided into regions in various ways.

An activity is a school experience in which the pupil engages, which is interesting and valuable for its own sake, and which results in the attainment of a skill, a knowledge, or an attitude.

By attitude is meant the manner in which the pupil meets his responsibility to his home, his school, and his community. It means his relationship to others, his honesty, his fairness, his cooperation, his sincerity, his diligence, his respect for authority, his cleanliness, etc. These are fixed by the scope and quality of the activities.

By habit is meant daily conduct, habits of study, courtesy to others, perseverance, ability to get results, initiative, poise, and leadership.
VISUAL EDUCATION

In teaching geography no substitute can truly be found to take the place of the class excursion. This activity should begin with the primary class and continue through the high school. Its value lies in the personal knowledge which it affords the phases of life which touch his interests in the community. The historic monument, the museum, the industrial plant, the park, or beautiful lake or river scene offers opportunity for such personal touch. The visits, to be educational, must provide for the development of those habits and attributes necessary to social progress.

As the pupils grow older, speedy and accurate note taking may make it possible to keep the most important points gained by such excursions. As such visits will be motivated, the interest will make the activity a pleasant one, and learning will be on a higher and more lasting plane.

The stereographs are helpful for individual use, while studying lessons. Not too many should be used at one time. They are not a substitute for the textbook, but they are the best possible aid to a thorough mastery of facts set forth. More than facts must be had from picture study, because facts alone could hardly justify their use. Something of the human value must come from such study. Only when there is a feeling akin to brotherhood can any study affect the character of the individual. The motion picture is valuable for the introduction of new material, for a better understanding of such material, and for reviews. As in the case of the stereograph, not too many slides should be shown in one period.
The motion picture is part of the visual education force which should contribute to efficiency in the study of geography. The film can bring the living world to the class.

The lantern slide has advantages over the motion picture reel because it produces a large, clear picture that can be observed for as long as necessary during use. It can be used by the whole class or by a group, thus permitting group cooperation when it is desirable.

Maps and globes showing the study of distribution of rainfall, population, plant life, animal life, surface features, land bodies, water bodies, and the distribution of trade and commerce will aid materially in the interpretation and understanding of geography.

Visual education does not mean pictures alone, but it considers illustrative materials which aid in the understanding and appreciation of desired subject matter. Industrial exhibits of grain, flax, cotton, corn, coffee, cocoa, rice, leather, paper, rubber, salt, thread, etc. may be had by writing to firms listed in the following bibliography:

Booth, Josephine M. Material on Geography. State Normal School, Charleston, Ill. (1927) 50p

Dorris, Anna V. Visual Instruction in the Public Schools. Boston, Ginn & Company (1928)

Geography and Explorations, Superintendent of Documents, Washington, D.C. (1928)

Keystone View Company, Meadville, Pennsylvania

Map makers and distributors. (See page 172.)

Maps, from Superintendent of Documents, Washington, D.C. (1928)

Motion Pictures. Extension Division, Indiana University (1927)

Norman, H.W. Visual Education. Bloomington, Indiana. The Extension Division of Indiana University

Smith, Harriet. Aids in the Teaching of Geography. Sam Houston State Teachers College, Huntsville, Texas.
INTRODUCTION

The laboratory for grades one and two is the great out-of-doors. During the warm days in the fall and spring the teacher should be able to spend some time with her pupils in the shady nooks or open fields and there find fruit, flowers, and animal life in their natural setting. Nature games, as fruit or nut recognition tests, can be played. Work in the garden, hunting for useful and harmful insects, is interesting. For have we not eyes and see not, and ears and hear not the music and beauty of the great natural world which lies about us?

When the winter months come and a beautiful snow storm is on--let the children put on wraps and go out into the storm in order that they may watch the flakes as they fall to the ground or are driven zigzag to and fro. Their drinking glasses filled with loose snow will, when it melts, give an idea of the kind of tricks which nature plays.

The lantern slide and the stereoscope aid very greatly in the interest and value of the work. Good pictures are invaluable in primary work.

This course includes a study of weather and weather conditions, and a study of rocks, minerals, and soils.

Through all of these varied activities carried on in the pupil's own environment, the teacher will be able to correlate with art, music, arithmetic, history, spelling, reading, and language.
To him who in the love of nature holds
Communion with her visible forms, she speaks
A various language; for his gayer hours
She has a voice of gladness, and a smile
And eloquence of beauty, and she glides
Into his darker musings, with a mild
And healing sympathy, that steals away
Their sharpness, ere he is aware....

--William Cullen Bryant

"This is the extreme function of geography in a child's life--that he may, by means of it, be helped to start those processes which will make him beautiful inwardly and save him from that submergence in worldly goods which would suffocate his spirit."

--Edward Yeomans

"We believe that all children need nature—not so much for facts as for experience and attitude. The nature walks and talks of little children would develop into serious nature study, gardening, and science of older groups."

--Twenty-Sixth Yearbook of the Society for the Study of Education, p. 351
DESIRED OUTCOMES

Knowledges and Skills

To become acquainted with the plant and animal life of the pupil's own environment.

A study of plant and animal life in order to understand how they prepare for winter and revive in the spring. To learn how man improves on plant and animal life.

A knowledge of common plants and animals in relation to environment: (1) to recognize them, (2) to know their habits, and (3) to know the relation to each other and to man.

To recognize common minerals--soils, rocks.

A knowledge of seasons and seasonal changes.

Other elements of the physical environment, such as climate, weather, and simple geographic forms.

Appreciations and Attitudes

A desire to use leisure time wisely.

A greater desire to conserve our natural resources.

To control or eliminate the impulses to destroy useful plant and animal life.

To appreciate natural beauty and the great out-of-doors.

An appreciation of plant and animal life as they aid man.
### Specific Objectives

To observe plant and animal life and to realize that changes are made in preparation for seasons.

### Content and Suggested Activities

#### Project:
To study plant and animal life to observe preparations for changes of seasons.

#### Plant life—some types

<table>
<thead>
<tr>
<th>Plant</th>
<th>Origin of name</th>
<th>Parts of plant</th>
<th>Where it lives</th>
<th>How its seed babies travel</th>
<th>How long the plant lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goldenrod</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milkweed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To become interested in observing common wild flowers and plants.

### Suggested Method of Procedure

- **School paths in fields and woods** offer abundant opportunities to see nature face to face. City parks take the place of the country, but in a poor way.

- **Have a complete plant** to study or see it in the fields.

- **Tell the myth of the goldenrod and aster.**

- **Have a complete plant** to study or see it in the fields.

- **Discuss with children the care and order with which mother nature puts these little seed babies to sleep. Open the pod—let seeds fly away. Notice how the little sails are attached.**

### Differentiation and Enrichment

**Fairbanks**, Home Geography. Primary grades, p. 34-38.

State Library, many references.

**Frazed, Worship of Nature.**

**Sherman, Poem—"The Goldenrod."**

Poem, "October's Party."

**Jackson, Poem—"September."**

**Strong, All the Year Round; Autumn, p. 3.**

**Strong, All the Year Round; Autumn, p. 21.**

**Atkinson, First Studies With Plants, p. 132-176.**

**Patch, First Lessons in Nature Study, p. 50-51.**

**Weed, Seed Travelers.**

**Gardner, Nature Stories p. 145.**
Specific Objectives

To study a flower which lives outside in summer and inside in winter.

Content and Suggested activities

Dandelion

Color
Notice how its leaves smuggle down on the ground and kill grass.
Its seed
Why the flower-stalk grows larger when the dandelion seeds are grown.
How long the plant lives.

Geranium

Colors of bloom--pink, red, white.
Color and shape of leaves.
Green--variegated.
Roots--coarse, fibrous.
Size of plant, 18 to 30 inches high; many branches.
Kind of soil needed--good garden soil. Proper drainage.

Needs sun, sunny windows.

Suggested Method of Procedure

Call attention to its edges like teeth, spiny seeds, abundant bloom, parachute on seeds.
Hundreds of thousands of pounds of its roots are imported each year.

Study a plant which is in bloom.

Ask why we often take them to sick people.

While discussing flowers, play Victor records--Narcissus, by Ethelbert Nevin.

Notice how leaves bend toward light.

Differentiation and enrichment

Garabrant, Dandelion.
Robinson, At the Open Door, p. 99.
Morley, Flowers and Their Friends, p. 47-84.
Purdue University, Nature Study Leaflets
Dwinell, Common Wayside Flower (free) Illus.
June, Caroline Silver Fifty Flower Legends
Fairbanks, Geography for Beginners, p. 25-26--"What Plants Need".
### Specific Objectives

To learn or become aware of the great modification of trees in late autumn.

To know more about the habits and uses of common vegetables.

### Content and Suggested Activities

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaves</td>
<td>Observe the leaves on the trees.</td>
</tr>
<tr>
<td></td>
<td>Have children gather leaves to bring to school. Name the leaves, note size, shape, coloring; draw leaves; press leaves.</td>
</tr>
<tr>
<td></td>
<td>What the dead leaves do.</td>
</tr>
<tr>
<td></td>
<td>The tree, like the bear, just seems to sleep during the winter. Explain why the leaves fall.</td>
</tr>
<tr>
<td></td>
<td>Mark shadowline on window or floor early in fall—watch changes.</td>
</tr>
<tr>
<td></td>
<td>Have a Vegetable Day.</td>
</tr>
<tr>
<td></td>
<td>Study pumpkin near Halloween or Thanks—</td>
</tr>
<tr>
<td></td>
<td>Get a full stalk of corn if it is studied at school.</td>
</tr>
</tbody>
</table>

### Suggested Method of Procedure

- **Observation of Changes**
  - Changes in color.
  - Leaves begin to fall.
  - Other changes in autumn—appearance of lawns.
  - Fewer birds singing.
  - Insect life less.
  - Temperature changes.
  - Position of sun changes.
  - Length of day changes.

### Differentiation and Enrichment

- **Gardner, Nature Stories, p. 56.**
  - Poems:
    - Cooper, "Come Little Leaves" (p. 24-42)
    - Coolidge, "How the leaves come down"
    - Stevenson, "Sun-Travel" (p. 720)
    - Stevenson, "In Summer" (p. 720)
    - Comstock, Handbook of Nature Study.
    - Bailey, First Lessons with Plants, p. 24-42.
    - Poem: Innes, George. "Autumn Gold"

- **Health Play—“Trouble-makers in the Vegetable Garden”, Primary Education and Popular Educator, May, 1928, p. 720.**

- **Health Play—“The Little Vegetable Men”, Child Health Organization of America.**

### Useful Plants

- **Tomato**
- **Onions**
- **Lettuce**
- **Peas**
- **Potato**
- **Celery**
- **Beets**
- **Pumpkin**
- **Corn (sweet)**

Where it grows:

- **Fairbanks, Home Geography for Primary Grades, p. 18-21.**
  - "How Soil Is Made".
### Specific Objectives

<table>
<thead>
<tr>
<th>Content and Suggested Activities</th>
<th>Suggested Method of Procedure</th>
<th>Differentiation and Enrichment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fruits</strong></td>
<td>Soil--care of value of fruit, habits, uses, canned, raw, how eaten, which ones canned.</td>
<td>Chambers, Nature Secrets, ch. 6.</td>
</tr>
<tr>
<td>To learn how fruits work to aid man and how they prepare for winter. Apple, pear, peach, plum, raspberry, blackberry, gooseberry, currant, and strawberry.</td>
<td>Have a Fruit Day at school. Make fruit posters. Use sand table and pictures to clarify idea of tropical fruits. Study tropical fruits which children bring to school, such as oranges and bananas.</td>
<td>Strong, All the Year Round Book, &quot;Autumn&quot;, p. 8.</td>
</tr>
</tbody>
</table>

### Molluscan Life

**Snail, a type.**
- Why so called.
- Why does it carry its house with it? Does it find its house or grow it?
- Do all the snails have the same number of rooms? (At first there is just one.)

**When a snail is brought to school, have a lesson on it.**
- Tell the children that the Romans used to cook the snail for food, and the French still do.

**Wiggin and Smith, Pindore Palace, The Snail, p. 143.**

**Riverside Book III, The Snail, p. 162.**
Specific Objectives

To gain a knowledge of the wasp and its work.

Skill in knowing the wasp and appreciation of the little insect workers.

Content and Suggested Activities

Little Home Builders

Wasp.

The young hatches from egg; mother feeds it until grown up.
She builds a cell home of wood pulp.
Observe how the nest is fastened.
Notice size, color, wings, legs, surface of body.
Where are nests found?
How does it make a buzzing sound?
What are some of the wasp's cousins?
How the wasp protects itself.

Suggested Method of Procedure

In dry weather, it builds a door of saliva to keep in the moisture.
Help children to find its mouth and breathing place by help of magnifying glass.
If there is an aquarium, the eggs may be seen.

Lives in ground and under logs.
Further discussion may include the oyster, clam, etc.

Differentiation and Enrichment

Cheesman, Everyday Doings of Insects.
Comstock, Handbook of Nature Study.
Hodge, Nature Study and Life.
Wood, Dwellers of the Pond.
Mellen, The Young Folks Book of Fishes, ch. 25.
Kellogg, American Insects, p. 490-520.
Hawkworth, Clever Little People With Six Legs.
Fabre, Hunting Wasps.
Hodge, Nature Study and Life.
Speed, Billy and Jane Explorers, p. 120.
Lutz, Field Book of Insects, p. 424-452.
Mulets, Stories of Insects, p. 99-103.
Specific Objectives

Content and Suggested Activities

Honeybee.
Where does it live?
What does it eat?
Where does it get its nectar? Pollen or bee bread.
Kinds of honeybees.
Drones--do not work; larger than others.
Workers--keep hive clean, gather, carry dead bees out of hive nectar.
Queen bee?
Why do bees sting?
Enemies of bees: moth and diseases.
Value to man--food.

Suggested Method of Procedure

The story of clover would help here.
Make a bee poster.
Discuss why bees swarm. If put queen in a box, the others will come. Queen is larger. Sometimes she lays 2000 eggs a day.
Bible speaks of honey several times.
Have honey and honey comb.
Honey valuable for early settlers.

Differentiation and Enrichment

How Bees Talk, Literary Digest, Sept. 4, 1927.
Poem: Watts, "How Doth the Little Busy Bee".
Emerson, Humblebee.
Burroughs, Bees and Bee Keeping.
Jackson, My Bees.
Dickinson, The Bee.
Botta, The Lesson of the Bee.
Morley, The Bee People.
Rileys, Stories of Insects, p. 2-35.
Large Mammals, Cornell Rural School Leaflets, Nov., 1925.
Gale, Circus Animals, p. 21.
Benser, Cassell's Natural History for Young People, p. 63-64.
Riley's "Bear Story".
Story, "The Three Bears".

Wild Animals.

The Black Bear.
Where he lives?
How he looks, five or six feet long, weighs 200 or 300 pounds, long snout, short tail.
How does he talk? Growls, snorts, or smacks his lips.

To study the black bear and to learn how he lives in his environment and provides for winter.

GEOGRAPHY--GRADES ONE AND TWO (continued)
GEOGRAPHY--GRADES ONE AND TWO (Continued)

Specific Objectives

To learn the characteristics and habits of the opossum and his use to man.

Content and Suggested Activities

His enemies--man.  
How does he protect himself?  
Fights with claws and teeth or hugs.  
Uses to man? Hides, meat, sport.  
Preparation for winter?  
What other animals wear fur coats? What ones wear feather dresses? Wool coats?

Suggested Method of Procedure

Tell why he plays "Possum" or pretends that he is asleep.

Differentiation and Enrichment

Stoddart, Our Friends at the Zoo, ch. 1.

Jordan, True Tales of Birds and Beasts, p. 91.

Rogers, Wild Animals Every Child Should Know.

Victor record, "Rockin in de-win" (Raccoon lullaby) Words by Neidlinger.

Smith, Fifty Funny Animal Stories.

Smith, Everyday Science Projects.

Oppossom.

Where does he live?  
Wooded swamps, country tree-tops, hollow trees on ground.  
How does he appear?  
Grayish white with very white face; pig-like snout; naked tail.  
Is the opossum a night or day animal?  
What is his food? Rats, mice, chickens.  
Is he good food?  
What changes does he make to prepare for winter?

If you cannot get a real opossum or see one in the park, do not use this lesson. Some other small animal could be used instead of the one chosen--as squirrel, rabbit, mole, or rat.
Specific Objectives

To realize the importance of domesticated animals to man.

Animals That Serve Man.

Horse.
Uses of the horse.
Why the horse is not used as it used to be.
Preparation for winter?
Food?
Pet Animal.

Cow.
Uses--milk, butter, cheese, meat, leather.
Food?

Pet Animals

Dog.
Uses: Watch the house.
Beasts of burden. Pets.
Their preparation for winter.

To learn to appreciate the hen as a type of common fowl. To see that nature and man provide comfort for her.

Domestic Fowl

The Hen.
Color
Size
Height
Weight
Physical Makeup:
Two feet of 4 toes each.

Some of the children may know the names of varieties--Wyandotte, Rhode Island Red, Leghorn, Brahman.

Cut out pictures from the American Poultry Journal.

Poem: Stevenson, "Friendly Cow".

Photograph, "Can't You Talk" by Holmes.

Tell the children the story of Nello and Patrahe in The Dog of Flanders.

Show why even animals should have homes, why they are kept in homes; name other pet animals.

National Geographic Magazine Pictures:
Dogs--March, 1919 (32 pages)
Horses--Nov., 1923 (30 pages)
Cattle: Dec., 1923 (20 pages)

Gale, Circus Animals, p. 83.


Pretty Polly Flinders, p. 10.
<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Content and Suggested Activities</th>
<th>Suggested Method of Procedure</th>
<th>Differentiation and Enrichment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A knowledge of birds and an appreciation of their help to man.</td>
<td>Two wings to fly to roost and from enemies. Ears—two holes in side of head, covered with feathers. Eyes—two in front of and a little above ears. How she moves about: Stands straight when walking. Leans forward when running. Covering of feathers. Kinds, stiff and soft. Value of Eggs Meat Feathers Sits on eggs, keeps them warm, protects little chickens, helps them find food. How hen eats. Picks up food with sharp bill. How hen drinks: Holds head high and lets water run down her throat. How hen prepares for winter.</td>
<td>They make splendid posters. Discuss why she changes her feathers, &quot;shedding&quot;. Have pupils notice how hen oils her feathers; Deitz, Good Times on the Farm, p. 25-43. Have children name as many ways as they can to cook chicken; as many ways as they can to use eggs. Baby chick has one tooth to aid it in getting out of shell. Hen’s bill is like our thumb and forefinger. A little mill, the gizzard, grinds food by tossing it back and forth. Nature’s plan, heavy feathers. Man builds houses for them. Study also geese, ducks, turkeys, and pigeons.</td>
<td>Have a real live bird. Through the Years with the in a cage when you teach Birds, Popular Educator, this lesson. Show the January, 1920. children the points</td>
</tr>
</tbody>
</table>
Specific Objectives

Content and Suggested Activities

Suggested Method of Procedure


Longfellow, Birds of Killingworth


Lange, How to Know 100 Wild Birds, Section 1.

Lucia, Peter and Polly in Summer, p. 22.

Poem: Tappan, "Bird's Secret"
Child, L. L., "Who Stole the Bird's Nest".
"The Blue Bird's Song"


Longfellow, Birds of Killingworth


Lange, How to Know 100 Wild Birds, Section 1.

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## Specific Objectives

<table>
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<tr>
<th>Activity</th>
<th>Content and Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>For young--insects, weed seeds.</td>
</tr>
<tr>
<td></td>
<td>Color of plumage: Male bird, white throat; female bird, buff throat.</td>
</tr>
<tr>
<td></td>
<td>Why we should be interested in him--Destroys weed seeds and injurious insects.</td>
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<td></td>
<td>Protective coloration.</td>
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<tr>
<td>Winter</td>
<td>Plant Life.</td>
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<tr>
<td></td>
<td>Study of Christmas Tree. How it branches into leaves. Nuts for Thanksgiving and Christmas. Recognize trees, shrubs, vines in winter when leaves are gone. Uses of trees.</td>
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<tr>
<td></td>
<td>Animal Life. Winter Birds.</td>
</tr>
<tr>
<td></td>
<td>Larger animals, such as the bear.</td>
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</tbody>
</table>

## Suggested Method of Procedure

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Explain why the quail is of great value.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Other birds may be studied if time permits.</td>
</tr>
</tbody>
</table>

## Differentiation and Enrichment

- Normal Instructor and Primary Plans, Jan., 1917, p. 54.
### Specific Objectives

<table>
<thead>
<tr>
<th>Content and Suggested Activities</th>
<th>Suggested Method of Procedure</th>
<th>Differentiation and Enrichment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dogs</td>
<td></td>
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<tr>
<td>Kinds</td>
<td></td>
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</tr>
<tr>
<td>Uses</td>
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<tr>
<td>Habits</td>
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</tbody>
</table>

Other Winter Plant Life.
The many plants furnishing Christmas dinner.
Plant bulbs, Chinese Lily (sacred--Narcissus) plant in water and with pebbles; tulips, hyacinths, crocus.

Spring.
Plant Life.
Awakening trees.
Where do the leaves come from?
Bring twigs of pussy-willow to school.
Sprouting seeds. What makes seeds grow?
Open a dry lima bean. See the little sleeping plant.
Soak another one and see what has happened.

**Poems:**
Keeler, Charles. "Johnny Jump Up"; "To a Wild Rose"
Mackay, "Listen to the Rain"
Longfellow, "Rain in Summer".
"April Showers"
Bates, "Who Likes the Rain"

Sharp, The Spring of the Year, ch. 3.

Robinson, At the Open Door, p. 77-114.
Specific Objectives

Try to develop a human attitude toward useful animals.

Content and Suggested Activities

Animal Life.
- Frogs and toads.
  - Kinds, as spring, green frog, bull frog.
  - Food.
  - Eggs.
  - How they protect themselves.

Birds.

Differentiation and Enrichment

Keep temporarily in inclosure frogs and toads to study.


Get and use pictures of birds.


Use Keystone slides on birds.

Comstock's Handbook of Nature Study.


Try to develop a human attitude toward useful animals.

Suggested Method of Procedure

Develop this point as time and opportunity permit.

The lesson on the snail in this course would fit in here.

A garden project could be carried out in connection with this subject.

Tell which ones to pick, which ones not to pick.

Study whole plants, as timothy. Let children handle freely.
Specific Objectives

To realize that man can adjust himself to his environment because he can think.

Content and Suggested Activities

Effect of seasonal changes on man.

Food.
Stores food, canning fruit and vegetables. Fruit and vegetables in cellar. Brought from stores. Drying is a way of preparing food for winter.

Clothing.
Heavier clothing; wool is the warmest because it hinders evaporation. Fur, feathers, and felt are warm.

Shelter.
Gathers fuel, clothes; windows and doors. Heats his house. Lights his house to be comfortable in the long nights of winter.

Natural Environment.

Land.

Water—liquid.

To understand in a small way that land, water, and air are very necessary to our lives.

Suggested Method of Procedure

Make posters and booklets.

Show pupils by placing a piece of cotton cloth and a piece of woolen cloth on damp ground and observing which dries up first that wool hinders evaporation and thus keeps the body warm.

Select kind of soil, sand, clay, gravel; gather samples of slate, lime, sandstone.

Teach pond, lake, stream, and river.

Observe and teach the rainbow.

Fill two plates with water. Put one on outside of window ledge and the other in the warm schoolroom. Which evaporates first?

Differentiation and Enrichment

Shepherd, Geography for Beginners.

Fairbanks, Home Geography for the Primary Grades.

Ridgley, Dillon. Home Geography—a First Year in Geography; a notebook for pupils.

Knowlton, First Lessons in Geography.

Shillig, The Four Wonders
Cotton, p. 5-33.
Linen, p. 71-90.
Silk, p. 193-


Shepherd, Geography for Beginners, Book II.
Specific Objectives

To get a knowledge of the relationship of earth, sun, moon, and stars.

Content and Suggested Activities

Air. Winds, storms, causes rain.

Moon. Phases of the moon.
The Stars. The Milky Way.
Sun. Where it rises. Where it sets. When the sun is hottest.

Suggested Method of Procedure

Fill two bottles with water. Cork one but not the other. Leave both outside school window on a freezing night.

Fill a glass full of snow and let it melt. Observe proportions.

Sprinkle salt on snow or ice. Notice that salt causes it to melt before the rest does.

Observe air movements. Use windmills, balloons, toy airplane to demonstrate; on calm days; on windy days.

The Universe:

Lindsay, The Moon and the North Winds.

Teach Polar Constellation.

Kinney, Stars and Their Stories. (Has a story for each month.)

June, Fifty Famous Sky Stories, p. 9-128.
BIBLIOGRAPHY—GRADERS ONE AND TWO


Chile Health Organization of America. The Little Vegetable Men.


" " " The Story Book of Science. " " " 1917.


*Peter and Polly in Winter.*

Morley, Margaret A. *Flowers and Their Friends.* Chicago, Ginn & Co., 1904.

*The Bee People.* Chicago, McClurg & Co., 1914.
Myer, Helen V. *On Shiny Wings.* Boston, Marshall, Jones Co., 1926.

Rogers, Julia E. *Wild Animals Every Child Should Know.* New York, Grosset & Dunlop, 1911.
Robinson, Louise. *At the Open Door.* Chicago; Silver, Burdett & Co., 1913.


Strong, Frances L. *All the Year Around*: Spring, Summer, Autumn, and Winter. Chicago, Ginn & Co.

*The Awakening of Nature (pictures)*. The Mentor, April, 1922.


GEOGRAPHY

GRADE THREE

INTRODUCTION

The study of some of the various types of environment in which other children live, and to understand how they adapt themselves to it, will be the work of the Third Grade. With the aid of sand table, dolls, slides, stereographs, pictures, and dramatization, the habits and customs of other peoples will become real. They will understand that most customs have adequate causes in environment. For example, that tea is used in China because of lack of drainage and pure water.

People live differently in different regions under different conditions of surface and climate.

They solve their problems by securing food, clothing, and shelter in various ways. People in different parts of the world do things in different ways.
DESIRED OUTCOMES

Knowledge and Skills

Knowledge of the way children live in various regions of the earth or an elementary acquaintance with the idea of how environment has influenced the life of the people studied.

To notice the many changes in climate in regions studied.

A knowledge of how and why food, clothing, and shelter vary in the different regions.

To know the products that are exchanged with other nations.

Ability to picture clearly with the help of slides and pictures the environment and homes of the people studied.

To begin the use of maps and globes to locate places where children live.

Appreciations and attitudes

An attitude of helpfulness and consideration for others in and out of school.

To gain a greater appreciation of children in other lands.

An attitude of respect for people who live and work in ways different from our own.

Interest in books of travel to other lands.

A greater appreciation of one's own home.

An understanding of the advancements which have been made in countries less fortunate than our own.

A feeling that all nations must live peacefully.
Specific Objectives

To learn how the little Indian children live by adjusting themselves to their environment.

Content and Suggested Activities

A Study of Type Children

Indian Girl and Boy on the Plains.
Their mode of dress.
Their food—hunting and fishing.
Their shelter—skin tents.
Warfare—tools of warfare.
Ways of travel.
How they worshipped the great Spirit.
How they helped the colonists.

Why could not the Indians live here today as they did long ago? (Forests are gone)

How the Indians make dye and decorate Indian pottery.

Why the Indians were given homes on the ranches of the plains in reservations.

Suggested Method or Procedure

Like the search for the Holy Grail, this course will take us into every clime. It will in a primary way be a region of study with the little foreign cousins as the center of interest.

Dress a boy and girl doll as Indians.

Make a sand table picture of wigwams.

Pages for an Indian reading booklet:
1. Picture of an Indian
2. "" teepee
3. "" cradle
4. "" canoe
5. "" boy with
6. Deer //bow and arrow
7. Pony
8. Head-dress
9. Fish

Collect some Indian relics, arrow heads, bead dress, wampum belts, etc.

Study the cave dwellers, tree dwellers, and cliff dwellers.

Differentiation and Enrichment

Longfellow, "Story of Hiawatha";
Everhart, "Music from the Land of the Sky Blue Water".
Carpenter, Around the World With the Children, ch. 10.
Starr, American Indians.


Sheriff, Stories Old and New, p. 6-10, 19-22.

Strong, All the Year Round, Part I, p. 12-16.

Snedden, Docas the Indian Boy of Santa Claus.

Carpenter, The House We Live In.

Carpenter, Around the World With the Children.

Dearborn, How the Indians Lived.

Thompson, Type Stories of the World for Little Folks.

Wade, Our Little Indian Cousin.
Test on Indians: Completion Test

1. Indians live in ________________.
2. Bows and arrows are used by the __________.
3. They get their food by __________ and ____________.
4. They worship the ____________.
5. The Indian crosses the rivers in his ____________.
6. An animal which the Indian kills for food is ____________.
7. An Indian baby is called a ____________.
8. A little Indian boy who talked to the birds and squirrels was ____________.
9. Indians make ____________ out of beads.
10. Indians now live on an ____________ reservation.

Differentiation and Enrichment
Keystone Views, 263, 265, 273, 225, 183, 204, 331, Columbian 298.

Pageant--
Part I
The Reign of the Red Man

Part II
The Coming of the Pioneers

Part III
The Conquest of the Wilderness

Part IV
The Dawn of the New Day

Popular Educator, April, 1922, p. 455.
Specific Objectives

To learn how the children of the desert are provided with food, clothing, and shelter.

Content and Suggested activities

Boy and girl of the Arabian Desert region (warm lands)

- Why does the Arab love his horse so much?
- Why is he alone so much with his horse?
- Find out all you can about country where Arabs live.
- What do they wear?
- What do they eat?
- How is the camel so useful to the Arab?
- Oasis life. Why?
- What is the ostrich and how does it help the Arabs?
- Are their homes like ours? Do they go to school?
- Homes fixed or not? Why?
- What do the Arab girls do?
- How do their lives differ from ours? How does he differ from the Indian child?

Suggested Method of Procedure

Dress the boy and girl dolls in Arab costumes.

- Sand table, Arab tent and horse on oasis.

Tell the children that the Arab's Bible is the Koran.

Clip pictures from boxes of dates and bring to school.

Make posters. Use stereographs and lantern slides.

- Picture of Arab at prayer. Only boys go to school to learn the Koran, their Bible. The boys must take off their shoes when they enter the school. They study in a sitting position on the floor.

Differentiation and Enrichment

- Mitcheison and Utley, Across Seven Continents to Seven Seas.
- Barbe, Waitman, Hafed, Habel, Bobbs Merrill Sixth Reader, p. 333
- Andrews, Seven Little Sisters.
- Andrews, Each and All.
- Carpenter, Around the World With the Children.
- Hall, Weavers and Other Workers
- National Geographic Magazine, August, 1917.
- Dodge and Lackey, Elementary Geography, p. 7-10. (For Teacher)
- Chance, Little Folks of Many Lands; Ahmed, the Arabian Boy, p. 67
Test on Arabia: Multiple Choice Test

Draw a line under the word or group of words which completes the thought.

1. Much of the land of Arabia is covered with flowers trees sand.
2. The people who live in Arabia are called Eskimo Chinese Arabs.
3. Arabian girls go to school swim carry water in jugs.
4. Arabian boys weave cook go to school.
5. Arabs live in houses caves tents.

Suggested Method of Procedure

The girls spin and weave, churn butter, grind corn between two stones, take care of the baby, and carry water.

Differentiation and Enrichment

Allen, Children of the Palm Lands, p. 7-169.
Carpenter, Around the World With the Children.
Keystone views 493, 494, 555, 558.
Content and Suggested Activities

Swiss boy and girl of the mountains.

Swiss children see people from all over the world and yet most of them never leave their mountain homes. Why?

When do they see more strange people, summer or winter? Why?

In the summer they keep hotels and guide tourists, while in the winter they make watches, clocks, wood carvings, toys.

Since they can't farm much on mountains, they keep cattle.

They do not have coal but have much waterpower.

Suggested Methods of Procedure

Use world map, help children find Switzerland on a relief map—they will see that it is mountainous.

Swiss children are industrious. Bring out difference between the Indian child and the Swiss. Show how their occupations differ.

Dress a boy and a girl doll in Swiss costumes.

Build mountain and homes on sand table. There must be cattle on the pastures.

Talk to the children about some of the beautiful lakes of Switzerland—Geneva and Lucerne.

Differentiation and Enrichment

Story of William Tell.

Music, Victor Record, "William Tell Overture".


Traechicher, Swiss Stories and Legends.

Atwood and Thomas, Home Life in Far Away Lands, Book 1, p. 124-137.

Tarzan, Switzerland Calling.

Campbell, "The Swiss Boy", Children of the World Series.

Carpenter, Around the World With the Children, ch. 12.

Longfellow, "Excelsior"

Lowry, Story of Little Konrad the Swiss Boy.

Keystone views 440-449.
TEST ON SWITZERLAND

Yes--No Test

Draw a line under the correct answer, "yes" or "no".

1. Switzerland is very mountainous. Yes No

2. Switzerland is called the playground of Europe. Yes No

3. The little Swiss boy and girl see people from many lands. Yes No

4. The Swiss people make toys. Yes No

5. Butter and cheese are made in many parts of Switzerland. Yes No

6. I would like to visit Switzerland. Yes No
GEOGRAPHY--GRADE THREE

Specific Objectives

A knowledge of how the Boy and girl from China.

How they dress.

What they eat.

How they go to school.

How they travel.

Kind of houses in which they live.

How they differ in appearance from an American boy and girl.

An understanding of some of the problems of the Eskimo which make his life different from ours.

Content and Suggested activities

Little Eskimo boy and girl (cold region)

How the Eskimo provides


Travel and trade.

Suggested Method of Procedure

Shall we adopt the Chinese handshake? The Chinese shakes his own hands. He can’t spread contagious diseases as easily as we do.

The Chinese god is Buddha.

Use the map to find the cold northern and southern countries.

This unit fits in well in December or January.

Dress the Eskimo boy and girl dolls in furs.

Sand table pictures.

Make sleds, if only out of paper.

Differentiation and enrichment

Headland, Little Chinese Cousin

Andrews, Seven Little Sisters.

Schwartz, Five Little Strangers.

Keystone views 113, 58, 59, 524, 552, 521, 543, 520, 519.

Carpenter, Around the World With the Children, ch. 7. Asia

ch. 12--A Trip to Peking

ch. 13--The Great Capital of China

ch. 15--The Great Wall of China

ch. 16--Chinese Boats and Boat People

ch. 17--Chinese Farms and Farming

ch. 18--Curious Chinese Customs

Chance, Little Folks of Lady Lands, "Iqwa the Eskimo Boy", p. 23.

Peary, The Snow Baby.


24 Eskimo pictures, 50¢.

Andrews, Little Sisters.

Andrews, Each and All.

Hawkes, Eskimo Land.

GEOGRAPHY--GRADE THREE

Specific Objectives

Content and Suggested Activities

Ways of travel. Reindeer, dog team, boat, deer, sled.
What do they sell us?
Eiderdown, seal oil, furs, ivory.
We sell him a few things.
His needs are not so many.
Tools--sharp rocks, bones.

Project Eskimo Story Book:
1. Picture of Eskimo and igloo.
2. Picture of a seal.
3. Picture of Eskimo fishing.
4. Picture of Eskimo in a skin.
5. Picture of a dog.
6. Picture of polar bear.
7. Picture of an iceberg.

Suggested Method of Procedure

Discuss fur coats, why they are expensive.

Differentiation and Enrichment

Dodge and Lackey, Elementary Geography, p. 10-14. (for teacher)

Byrd, "Flying Over the arctics", National Geographic, vol. 43, p. 519, Aug., 1925 (for teacher)


Snell, Little White Fox and His Arctic Friends.

For project see Primary Education and Popular Educator, January, 1928.


Keystone slides.

Schwatka, Children of the Cold.

Carpenter, around the World with the Children, ch. 2.

Smith, Eskimo Stories.

Stefansson, Hunters of the Great North. (teacher)
TEST ON THE ESKIMO

True-False Test

If the statement is true, place "x" in front of it. If it is not true, place "--" in front of it.

1. The Eskimo lives in warm lands.
2. The Eskimo eats seal and whale.
3. Their houses are made of lumber.
4. They drive dogs and reindeer.
5. He must dress very warm.
6. Icebergs are often seen by the Eskimo.
7. The Eskimo has a very hard life.
8. Tables, beds, chairs, and fine furniture are in his house.
9. All Eskimo children go to school.
10. They ride on sleds.
Specific Objectives

Content and Suggested Activities

Suggested Method of Procedure

Differentiation and Chunking

Boy and Girl of France.

A knowledge of French people—where they live and what they do for a living.

A temperate region, much like our own.

Great vineyards.

Mulberry trees.

Silk worms.

Heat raising.

Paris, a great beautiful city.

French politeness.

Boy and Girl of the Philippine Islands (tropical).

Use your map and sail across the Atlantic Ocean to Europe, find France.

Study the little crayon pictures of French homes.

Dress boy and girl dolls like these people.

Pla the French National Song.

TO LEARN ABOUT the French people.

Boy and Girl of the Philippine Islands.

Use your map, sail into the Pacific Ocean, this time. Find tropical islands.

Study the little crayon pictures of the Philippine Islands.

Dress boy and girl dolls like these people.

Makani, Our Little Cousins.

McEnery, Seven Little Sisters.

Andrews, Seven Little Sisters.

Dyres, Socializing the Child.

George, Little Journeys to France.

McEnery, Home Life in Far Away Lands.

Boo k I, P. 110-112.

Suggested 1.ethod of Procedure

Study the little pictures:

The Gleaner

The Shepherdess

The Knitting Lesson

Hunting in Winter

Girl Raking Hay

Harvesters Resting

Use the world map, cross the Atlantic Ocean to Europe, find France.

Study the little crayon pictures of French homes.

Dress boy and girl dolls like these people.

Geography—Grade Three

Chapter One

Boy and Girl of France.

Boy and Girl of the Philippine Islands.

A knowledge of the French people—where they live and what they do for a living.

A temperate region, much like our own.

Great vineyards.

Mulberry trees.

Silk worms.

Heat raising.

Paris, a great beautiful city.

French politeness.

Boy and Girl of the Philippine Islands.

Use your map, sail across the Atlantic Ocean to Europe, find France.

Study the little crayon pictures of French homes.

Dress boy and girl dolls like these people.

Plays the French National Song.

Boy and Girl of the Philippine Islands.

Use your map, sail into the Pacific Ocean, this time. Find tropical islands.

Study the little crayon pictures of the Philippine Islands.

Dress boy and girl dolls like these people.

Makani, Our Little Cousins.

McEnery, Seven Little Sisters.

Andrews, Seven Little Sisters.

Dyres, Socializing the Child.

George, Little Journeys to France.

McEnery, Home Life in Far Away Lands.

Book I, P. 110-112.

Difficulties and Chunking

Specific Objectives

Content and Suggested Activities

Suggested Method of Procedure

- Add an appreciation of these far-away people.
- How do they live?
- Their food—rice, fruit, vegetables.
- Little Journey to France.
- Keystone views of French homes.
- Dress boy and girl dolls like these people.
- French literature.
- Story of Colette, In Easy Steps.
- McEnery, Home Life in Far Away Lands.
- Book I, P. 110-112.
Specific Objectives  

Content and Suggested Activities  

Their houses—open, thatch; go to mountains in rainy season.

What do they do? Sugar cane, hemp, rice, manila.

How is America helping the people of the Philippines?

Compare life of Philippine children with others.

Suggested Method of Procedure  

Prepare (always children have big part) sand table for the scene.

Tell children the story of how the United States got control of the Philippines.

Explain to children that the United States is helping to provide better roads and schools, teaching the people how to farm better, helping them to have better government.

Differentiation and Enrichment  

Starr, Strange People.

Barbara in the Philippines.

Chance, Little Folks of Many Lands. "Tona, the Philippine GIRL", p. 83.

Keystone views, 546-553.
TEST ON PHILIPPINES

Completion Test

1. The climate is very _______ in the Philippine Islands.
2. One of their chief foods is ________.
3. The people of the United States are helping them to have better ________.
4. A large city in the Philippines is ________.
5. To go to the Philippines one would have to cross ________.
6. The Philippines are ________ //.
Specific Objectives

A knowledge and appreciation of how the Hollander lives in his environment.

Content and Suggested Activities

Holland: Boy and Girl of Holland.

Life in a low, temperate region.

What does this country look like?

Why is it easier to keep the country clean? Would you like streets and roads of water?

How do they have much fun in winter? Why do they carry things on their heads?

Do we ever get any of their butter and cheese? Tulips?

Do the children go to school?

Are their means of travel easier than ours?

Why do they not have more animals?

Suggested Method of Procedure

Use maps to find Holland. Relief map shows how low it is.

Dress boy and girl dolls in Dutch costumes.

Tell the story of Hans Brinker.

Use pictures, slides, stereographs, posters, and sand box pictures.

Have wooden shoes, windmills, tulips.

Keystone views, 399-403.

Write through the Junior Red Cross to these children.

Tell children that finest tulip bulbs in Haarlem, Holland.

Differentiation and Enrichment

aldine Reader, Book 3, Poem, "A Leak in the Dike".

Perkins, Dutch Twins.

Kokannus, Our Little Dutch Cousins.

Carroll, Around the World Books 2-3

Campbell, The Story of Little Jan, the Dutch Boy.

Perdue, Child Life in Many Lands; "Jacob and Katrina", p. 66.

Smith, Holland Stories.

Dalrymple and McDonald, Marta in Holland.

Chance, Little Folks of Many Lands; "Lina, the Holland Girl", p. 37.

Terhune wrote words, "The Hungry Windmill", Victor record.

Atwood, Home Life in Far Away Lands, Book 1, p. 92-103.

Mowry, Story of Little Jan, the Dutch Boy.

TEST ON HOLLAND

Multiple Choice Test

One of the words at the end of the sentence is the correct one. Write the correct one in the blank.

1. The people of Holland are very _________ (clean, dirty)
2. Some people of Holland still wear _________ shoes
   (wooden, kid)
3. A flower which grows in Holland is _________ (tulip, orange)
4. Many of the streets are made of _________ (water, rock)
5. The land is _________ than the water. (lower, higher)
Specific Objectives

A knowledge of the Japanese, who live on a temperate island, and appreciation.

Content and Suggested Activities

Japanese; boy and girl from Japan, an island temperate region.

How do the people dress? Kimono, sash, socks, shoes.

What do they eat? Rice, tea.

How do they travel? Coolies, carriers, boats, jinrikishas.

Their homes. Kind of summer houses, rugs, pillows, bamboo furniture. Why do they use screens instead of walls?

What the Japanese do (work) Raise silkworm, tea, bamboo food; fish.

What the Japanese love. How the Japanese live: furniture, material, grounds.

What the Japanese fear. Earthquakes, great tidal waves.


Japanese holidays, games, doll festival, boy festival, kite flying.

Suggested Method of Procedure

Use map, cross Pacific Ocean.

Develop ocean island.

Dress girl and boy dolls in Japanese costumes, kimono.

Rice the great starch food of the torrid zone.


Slides, sand table, pictures, picture booklets, posters.

Have a tea party, using doll dishes; use Japanese lanterns.

Cherry blossoms.

Differentiation and Enrichment

Mowry, Story of Hetzke, the Japanese boy.

Carroll, Around the World Book 2.


Campbell, The Story of Little Hitso, the Japanese Boy.

Wade, Our Little Japanese Cousin.

Fennemore, Peeps at Many Lands--Japan.


Stevenson, Japanese Lullaby.

Carpenter, Asia:

Ch. 1 From America to Japan
Ch. 3 The Wonderful City of Tokio.
Ch. 4 Home Life in Japan
Ch. 6 Japanese Children at School and Play
Ch. 7 Japanese Farms and Farmers.
TEST ON JAPAN

Multiple Choice and True-False Test

Draw a line under the word at the end of the sentence which makes complete sense.

1. An Article of dress of the Japanese is kimono furs
2. Japanese travel in jinrikishas wagons
3. Japanese love the cherry blossoms milk weeds
4. Japanese eat much rice rabbit
5. Japanese like clothing made of pretty colors black

Place an "x" before the true statements and a "---" before the ones which are not true.

2. Japanese live on an island.
3. Japanese have many holidays.
4. Japanese live where it is very cold.
5. Japanese children are happy and healthy.

Differentiation and Enrichment


Gibson, In Eastern Wonderland.


Kelman, Children of Japan.

Carpenter, Around the World With the Children, ch. 6.
BIBLIOGRAPHY

GEOGRAPHY--GRADE THREE

Arabian Child, National Geographic Magazine, August, 1917.


Aitchison, A. F.; and Utley, Marguerite. Across Seven Continents to Seven Seas. Indianapolis, Bobbs-Merrill Co.

Andrews, Jane. Each and All, and Seven Little Sisters.


Carpenter, T. The House We Live In. American Book Company.


Campbell, H. C. "Story of Metsu, the Japanese Boy. Chicago, Educational Publishing Company.

" Story of Dutch Boy. "

" Story of Swiss Boy. "

Chance. Little Folks of Many Lands; Matsu, the Japanese Girl; Jan, the Dutch Boy; Yaba, the Indian Girl;

" Ahmed, the Arabian Boy; Ikwa, the Eskimo Boy; Zona, the Philippino Girl. Chicago, Ginn & Co.


Dalrymple and McDonald, Karta in Holland. Little Company.

Dodge and Lackey. Elementary Geography. (Teacher)

BIBLIOGRAPHY--GRADE THREE (CONT.)


George. Little Journeys to France and Switzerland.

" Little Journeys to China. Flanagan Company.


Hall, Jennie. Weavers and Other Workers.


Mowry. Story of Little Conrad the Swiss Boy.


McDonald and Dalrymple. Little Children Everywhere Series. Boston; Little, Brown & Co.


" " The Children of the Arctic.


" " The Dutch Twins.


BIBLIOGRAPHY--GRADE THREE


Snell, Roy. Little White Fox and His Arctic Friends. Boston; Little, Brown & Co.

Smith, Mary E. Holland Stories. Chicago; Rand McNally & Co., 1927.

Smith, Mary E. Eskimo Stories. " " " "


Starr, Frederick. Strange People. " " " "


Strong, Francis. All the Year Round. Chicago, Ginn & Co.


Treed. The Philippine Experience of an American School Teacher.

Troelicher. Swiss Stories and Legends.


Wade, Mary H. Our Little Indian Cousin. Boston, Page.

Wade, Mary H. Our Little Japanese Cousin. " "
This course might be spoken of as a cross section of society which centers around the family and its needs. The necessity for good health of each member of the family leads to the need for better understanding food, clothing, and shelter, and an appreciation of the duties and obligations of each member of the unit. Of the six classes of goods—food, clothing, house or shelter, fuel, luxuries, tools, and materials of industry, this course emphasizes, at least partially, all of these classes. Where they are found, how they are obtained, how human culture has developed by producing and exchanging classes of goods which make for more comfortable living are points stressed in this course.

"I believe that school life should grow naturally out of home life; that it should take up and continue the activities with which the child is already familiar in the home.

"I believe that it should exhibit these activities to the child and reproduce them in such ways that the child will gradually learn the meaning of them, and be capable of playing his part in relation to them.

"I believe that this is a psychological necessity, because it is the only way of securing continuity of the child's growth, and the only way of giving a background of past experience to the new ideas given in school.

"I believe it is also a social necessity because the home is the form of social life in which the child has been nurtured and in connection with which he has had his moral training. It is the business of the school to deepen and extend his sense of values bound up in his home life."

....John Dewey, My Pedagogic Creed
Knowledge and Skills

A knowledge of man's needs, food, clothing, shelter, and how they are procured.

Knowledge of artistic buildings and of equipment of homes, and of the industries connected with them.

Knowledge of the ways through which the community keeps in touch with the rest of the world.

Ability to use text and reference books.

Ability to follow routes over which raw materials have been shipped.

Ability to make charts, booklets, posters, and sand tables which illustrate projects related to the subject.

Appreciations and Attitudes

A realization of the interdependence of people in providing and distributing food, clothing, and shelter to all.

To appreciate the vast amount of work necessary to make life comfortable.

A better appreciation of the advancement of the modern home.

An attitude of helpfulness and co-operation in the family and community.

A feeling that not only communities but nations should live together on friendly terms.
Specific Objectives

To understand and appreciate the needs of the home and how these needs are made possible.

Content and Suggested Activities

The Home.
Its needs:
Food.
Why we need food. Where we get it.
Advantages of cooking.
Proper care of food.
How the family is supplied with food.
Bread--on farm from wheat.
Why is wheat grown where it is?

Meat--Why needed? Kinds used in home? Where does it come from?

Milk and milk products. Butter making. The milkman and his work.

Suggested Method of Procedure

As a background and introduction to this course:
Tell the children the story of the Long Development of the Home.
Note all the ways in which the farm is the source of almost all our food and clothing.

Discuss the harvests, winter duties, spring duties, autumn duties of the farmer.

Discuss wheat; requires good soil, cool or temperate climate.

Use map and point out wheat regions of the world.

Review story of Swiss children.

Discuss how the milk for a city is gathered up, kept clean, and delivered.

Differentiation and Enrichment

Smith, The Like-to-do Stories.

Shepherd, Geography for Beginners, "Our Food and Drink", p. 103-189.

Carpenter, Foods and Their Uses, ch. 2-3.

Corn and its uses--American Manufacturers' Association of Products from Corn, Chicago, Ill. has much free material.

Hutchinson, Community Hygiene, ch. 4-5.

Write United States Department of Agriculture, Washington, D. C.

Carpenter, Foods and Their Uses, ch. 1, 16.

Allen, Industrial Studies of the United States, ch. 9.

Carpenter, North America, p. 177

Fishes, Resources, and Industries of the United States, p. 33.
### Specific Objectives

<table>
<thead>
<tr>
<th>Content and Suggested Activities</th>
<th>Suggested Method of Procedure</th>
<th>Differentiation and Enrichment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vegetables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinds of vegetables needed.</td>
<td>Use maps; point out</td>
<td>Carpenter, How the World is</td>
</tr>
<tr>
<td>Where we get them.</td>
<td>cotton regions.</td>
<td>Fed, ch. 1.</td>
</tr>
<tr>
<td>Kind of soil needed.</td>
<td>Make cotton posters,</td>
<td>Carpenter, Ourselves and Our</td>
</tr>
<tr>
<td>Kind of care needed.</td>
<td>use pictures, slides;</td>
<td>City, ch. 18.</td>
</tr>
<tr>
<td></td>
<td>use sand table; make</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cotton fields.</td>
<td></td>
</tr>
<tr>
<td><strong>Clothing</strong></td>
<td>Read the story of the</td>
<td></td>
</tr>
<tr>
<td>Why do we need clothing?</td>
<td>cotton gin. Make</td>
<td></td>
</tr>
<tr>
<td>Should it be changed frequently?</td>
<td>a brief study of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>relation of cotton to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>slavery.</td>
<td></td>
</tr>
<tr>
<td><strong>Cotton</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where it comes from.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why it grows only in some regions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How cotton grows.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Hopkins, The Sandman: His Farm Stories, ch. 21. His Bean Pole Story, ch. 8-9.*

*Fairbanks, Home Geography.*

*Shepherd, Geography for Beginners, p. 62-69.*

*Allen, Industrial Studies of the United States, ch. 6.*

*Carpenter, How the World Is Clothed, ch. 3-4.*

*Carpenter, North America.*
Specific Objectives

Content and Suggested Activities

Suggested Method of Procedure

Differentiation and Enrichment

Wool.
- Why we need wool clothing.
- Where wool comes from.
- How it is made into cloth.

Linen.
- Where does linen come from?
- How flax is planted, harvested, prepared for market.

Picture, Old Spinning Wheel. Material about the making of woolen cloth and garments.

Picture, Ireland on map. Notice nearness to sea; nearness to England.

Find pictures of flax. Understand how it is grown, harvested, and made into cloth.

Chamberlain, How We are Clothed, p. 37.


Lichterry, Type Studies From the United States.

Carpenter, How the World Is Clothed, ch. 5, 6.

Clark, New Introduction to Science, part 3.

Basset, The Story of Wool.

Carpenter, Ibid. ch. 10-13.

Shepherd, Geography for Beginners, p. 69-75; p. 80-85.

Shepherd, Geography for Beginners, p. 80.


Very, Warp and Woof, ch. 2-3.
Specific Objectives

Content and Suggested activities

Silk.
- Uses of silk?
- Story of silkworm.
- Great silk manufacturing centers.
- Use maps.

Shoes.
- Trace the shoe back to where the skin grew.

Shelter.
- Civilized man plans for beauty and comfort as well as mere shelter.
- Why we need shelter.
- Where our houses are built.
- Why we plan houses.
- Raw materials.

Suggested Method of Procedure

- Review China and Japan from the third year course. Silk samples, cocoons, etc.
- Talk over with children use of cattle for meat, milk, butter, and leather.
- Locate great lumber regions from map.
- How rivers help to move logs.
- Names of some of the trees from which lumber is made. Bring in small, neat samples of various woods.

Differentiation and Enrichment

Shepherd, Geography for Beginners, p. 76-80.
- Shillig, The Four Worlds.
- Bassett, Story of Leather.
- Carpenter, How the World Is Clothed, ch. 20, 22.
- Chase and Claw, Stories of Industry, p. 77, 84.
- Chamberlain, How We are Clothed, p. 187.
- Rochleau, Great American Industries, p. 7.
- Project II--Building Our Homes.
- Shepherd, Geography for Beginners, "How Houses are Built", p. 7-24.
- Allen, Industrial Studies, United States, ch. 16.
- Carpenter, How the World Is Housed, ch. 7, 8, 9.
### Specific Objectives

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<tbody>
<tr>
<td>Stone.</td>
<td>Locate areas producing three kinds of stone on maps.</td>
<td>McIlvain, <em>Type Studies from Geography of the United States</em>, p. 108.</td>
</tr>
<tr>
<td>Name three kinds of stone used in building. How do we get one?</td>
<td>Find out how concrete is made.</td>
<td>Chamberlain, <em>How We Are Sheltered</em>, p. 89.</td>
</tr>
<tr>
<td>Value of concrete.</td>
<td>See a plant if one is near. If you cannot visit one, tell how bricks are made.</td>
<td>Fishes, <em>Resources and Industries of the United States</em>, p. 136.</td>
</tr>
<tr>
<td>What is paint made of?</td>
<td></td>
<td>Allen, <em>Industrial Studies, the United States</em>, ch. 11.</td>
</tr>
<tr>
<td>Why do people paint houses?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why should houses be painted?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How our houses are heated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grates, stoves, furnaces.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is used to produce heat?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Specific Objectives

Content and Suggested Activities

Coal.
- Kinds? Ways of mining?
- Dangers of mining.
- Transportation of coal.
- Where it is found.

What other fuels may be used?

How our houses are supplied with water.

- Why do we need water?
- Where it comes from.
- How pumped into high tank.
- Plumbing system. Where does the waste water go?

How our houses are lighted.

- Why do we need light?
- Where does the electricity come from. The electrician --why we need him.

How the house is ventilated.

- Windows--where is glass made?

Transportation.

- Importance of streets, roads, canals, waterways, railroads, automobile, interurban, and aeroplane.

Suggested Method of Procedure

- Where is coal found? Use map.

- Construct a coal mine sand table picture.

- Build a furnace out of brown paper. Build stoves and grate.

Great rivers, oceans, lakes.

- Use string, small steeples, and thumb tacks, and light your house.

- Story of Franklin.

- Discuss with pupils how industry depends upon transportation.

- What it means to the farmer and merchant.

Differentiation and Enrichment

Bradish, Stories of Country Life, ch. 27-29-34.

Carpenter, How the World is Housed, ch. 31.


Coe, Heroes of Everyday Life, p. 143.

Hopkins, The Doers, ch. 5, 7.

Chamberlain, How We Travel p. 24.

Baker, Boy's Book of Inventions ch. 4.

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<tbody>
<tr>
<td>Kinds.</td>
<td></td>
<td>Fisher, <em>Resources and Industries of U. S.</em>, p. 188.</td>
</tr>
<tr>
<td>Where they are made.</td>
<td></td>
<td>Trafton, <em>Science in Home and Community</em>, ch. 15.</td>
</tr>
<tr>
<td>Who is Mr. Ford?</td>
<td></td>
<td>Chamberlain, <em>How We Travel</em>, p. 3.</td>
</tr>
<tr>
<td>Roads. why good roads are necessary.</td>
<td></td>
<td>Tappan, <em>Travelers and Traveling</em>, ch. 11.</td>
</tr>
</tbody>
</table>

**Railroads.**

- Why they are important in our lives.

- The men who help run the train, the engineer, fireman, conductor, brakeman, and flagman.

- Locate great lines across this continent.

- See detailed unit on the aeroplane, Primary Education and Popular Educator, April, 1929.

- Bring out the need of transporting raw materials from field and mine, etc., to the places where they are used.


THE EARTH AS THE HOME OF MAN—HOME AND COMMUNITY LIFE

Specific Objectives

Content and Suggested Activities

Suggested Method of Procedure

Differentiation and Enrichment

Bridges.
Why bridges are important.
How are they made?
What is the work of the engineer?

Talk about development from log across stream to the present day bridge.
Build bridge on sand table.

Mckay, C. A. Type Studies in Geography of the United States, p. 15.

Allen, Industrial Studies, United States, ch. 12.

Bond, Pick, Shovel, and Pluck, ch. 13.


Bond, Pick, Shovel, and Pluck, ch. 21.

Tappan, Travelers and Traveling, ch. 11.

Tomle, Heroes and Martyrs of Invention, ch. 14.


Chamberlain, How We Travel, p. 168.


Tappan, Travelers and Traveling, ch. 2.

Caldwell and Lief, Open Doors to Science, ch. 15.

Tunnels.
Importance of tunnels.
Work of the engineer.

Construct a tunnel, lay track, etc.

Communication. Why is it important to have rapid communication today?

Study maps and locate great lines of travel and communication.

Does the rural carrier help rural people?

Means of communication: mail, newspapers, telephone, telegraph, radio.

The Post Office.
Its usefulness to the community.
How mail is transported.
The postman and his work.
How does he serve the community?
## Specific Objectives

<table>
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</tr>
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<tr>
<td><strong>Newspaper.</strong></td>
<td></td>
<td><strong>Chase and Glaz, Stories of Industry, vol. 1, p. 197.</strong></td>
</tr>
<tr>
<td>Value of newspaper to community.</td>
<td></td>
<td><strong>Smith, Printing and Writing Materials, ch. 9.</strong></td>
</tr>
</tbody>
</table>

The Telephone.  
Usefulness to community.  
How it works. How messages are carried over the wires.  
The telephone company.  
The operators at work.

The Telegraph.  
Usefulness to community; to the nation and world.  
The telegraph company.  
Operators.

**Commerce.**  
How commerce is carried on.  
Why is it important?  
The life of the sailor.  
Use maps and study great steamship lines.  
Write steamship companies for material.

### Specific Objectives

<table>
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</thead>
<tbody>
<tr>
<td>Where do they get wood, iron, and steel, and coal to run the ships?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do ships aid in making life easier and happier?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a story on how the needs of the home are made possible.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
McMurray, A. C. Type Studies from the United States. Chicago, Macmillan Company.
Nida, W. L. City, State, and Nation. Chicago, Macmillan Co.
Smith, Laura R. The Like to Do Stories. Chicago, Beckley Cardy & Co.
Towle, G. M. Heroes and Martyrs of Invention. Boston; Lathrop; Lee, and Shepherd Co.
Trafton, G. H. Science in Home and Community. Chicago, Macmillan Co.
As the pupils in grades three and four traced some of the products which man needs to live comfortably and happily, they were taken to many countries. This gave the opportunity to understand how different peoples live in different environments.

Geography deals with life in all its phases--plant, animal, and human--as related to and controlled by the most important of all environments, the physical--land, air, and water. The unifying factor in all geographical study is this idea of relationship; that is: life as related to and controlled by the physical environment, and the physical environment as related to and controlled by life.

In order to gain a conception of world geography, much time will need be spent in teaching the use of maps and globes.

An extensive world view is desired. The understandings of this course should deepen and widen during the pupils' geographic experience of the next three grades.
DESIRED OUTCOMES

Knowledge and Skills

To know that the rotation of the earth on its axis causes day and night; that there are two principal motions—spinning motion and forward movement in the path around the sun called revolution.

To know that the movement of the earth around the sun and the earth's inclination on its axis cause seasons.

To know and to illustrate the proofs of the earth's shape.

To know the hemispheres, northern and southern, and eastern and western.

To know the continents, oceans, and principal islands of the world in their relation to each other.

A knowledge of the great rivers, lakes, mountains, valleys, and plateaus of North America.

To know the location and importance of many inland and port cities.

Ability to draw simple maps of large areas studied.

Ability to use the maps in the text and the large wall maps.

Ability to name and locate the continents and oceans.

Ability to collect supplementary material and present it at the right time.

Appreciation and Attitudes

An appreciation of the great natural wonders of the world.

An appreciation of the great geographic environments which make life different in different regions.

An appreciation of the advantages of the United States as a part of North America.

An appreciation of the large religious groups of people of the world who set up ideals of living in order that they might attain the good life.
DESIR ED OUTCOMES

Knowledge and Skills

Ability to put meaning into pictures, globes, maps, written material, and other forms of symbolic representation.

To add to the pupil's geographical vocabulary the terms pole, equator, meridian, longitude, latitude, hot belt, temperature belts, cold belts, rain belts, dry belts, volcano, earthquake, hot springs and geysers.

Appreciation and Attitudes
### Specific Objectives

To know and appreciate the earth as a part of the universe.

### Content and Suggested Activities

**The Earth.**
- The earth as a part of the universe.
- Relation to sun.
- Relation to moon.
- Relation to stars.
- Shape of the earth:
  - Proofs of the rotundity of the earth.
  - Ship proof.
  - Shadow proof.
  - Star and difference in time proof.
  - The weight proof.

**Movement of the earth.**
- Rotation--a spinning motion, causing day and night.
- Revolution--forward movement causing seasons: spring, summer, autumn, winter;--Conditions which result in seasons.
- Shape of earth.
- Parallel rays of light.
- Rotation of the earth.
- Revolution of the earth.
- Inclination of the earth's axis.
- Constant direction of earth's axis.
- Cause of earth's motions.
- Tides.
- Winds.
- Wet and dry regions, in some cases.
- Ocean currents.

**Suggested Method of Procedure**

- Discuss stars, milky way, and polar constellation with the pupils.
- Demonstrate in as many ways as possible the proofs of the earth's shape.
- Use globe freely to explain rotation and revolution.
- Show the relation of seasons to the problems of food, clothing, and shelter.

### Differentiation and Enrichment

- Proctor, *Easy Star Lessons*.
- Kinney, *Stars and Their Stories*.
- Salisbury, Burrows, and Lower, *Elements of Geography*, ch. 9-11
- Arney and others, *Key Physiography*, p. 9-16.
Specific Objectives

Content and Suggested Activities

Divisions of the earth.
1. Northern Hemisphere.
2. Southern Hemisphere.
3. Eastern Hemisphere.
4. Western Hemisphere.
5. Oceans.
6. Continents.
7. Large islands of the earth.

Ways of locating places on continents and oceans.
1. Longitude.
2. Latitude.
4. South Pole.
5. Equator.

Make-up of the earth.
1. Earth sphere.
2. Continents.
3. Islands.
5. Oceans.
7. Rivers.
8. Air sphere.
9. Winds.
10. Cyclones.
11. Hurricanes.

Suggested Method of Procedure

Name and locate the continent and islands on the map and globe.

Use any good geography.

Teach the pupils how to recognize lakes and rivers.

They should be able to name and locate five oceans.

Teach air sphere in a very simplified way.

Differentiation and Enrichment

Whitbeck, High School Geography, p. 8-16, 276-276, 286-312. (teacher)

Aitchison and Utley, Across Seven Continents to Seven Seas.

What the Cable Layers Found, Literary Digest, Sept. 3, 1927.

Chamberlain, Geography, ch. 2.

Schwatka, Children of the Cold.

Kane, Adrift the Arctic Ice Pack.
Specific Objectives

To be able to recognize that there are many races and to learn some of the characteristics of the different races.

An extensive study of North America as a type continent.

A general knowledge of and appreciation of the physical features and natural resources of North America.

The knowledge and appreciation of the early settlers of the United States.

Content and Suggested Activities

Earth's peoples or races.
- White--Caucasian.
- Black--Negro.
- Red--Indian.
- Yellow--Mongolian.
- Brown--Malay.

Religious beliefs of different peoples of the world.

North America (an outline)
- Location.
- Surface.
- Mountains.
- Valleys.
- Plains.
- Drainage.
- Climate as controlled by latitude.
- Latitude.
- Wind direction.
- Land masses.
- Nearness to sea.
- Natural resources.
- Industries and products.
- Political division.
- Size.
- Area.
- Transportation and trade.
- Government.
- Early attempts.
- Later attempts.

Suggested Method of Procedure

There need be no attempts to learn anything except the color names of peoples, but the two names should be associated because of the relationship.

How surface affects the people. How man changes the surface.

Have pupils name and locate the political divisions of North America.

This may be taught in relation to the Pilgrims and Thanksgiving.

Differentiation and Enrichment

Horton, The Frozen North.

Stefansson, By Life With the Eskimos.

Allen, Children of the Palm Lands.

Sample, Influence of Geographic Environment, ch. 4.
Ibid. p. 557-607.
Ibid. p. 473-524.

Dakin, Great Rivers of the World.

Chamberlain and Chamberlain, North America.

Hutton, Among the Eskimos in Labrador.

Two Act Play, "Betsy Ross and the First Flag."
### Specific Objectives

To realize that ways of doing things have changed much since the early settlements because of invention.

### Content and Suggested Activities

<table>
<thead>
<tr>
<th>Religion.</th>
</tr>
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<tbody>
<tr>
<td>Religion.</td>
</tr>
<tr>
<td>Great Inventions.</td>
</tr>
<tr>
<td>Transportation.</td>
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<tr>
<td>Steamboat.</td>
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<tr>
<td>Steam Engine.</td>
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<tr>
<td>Flying Machine.</td>
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<tr>
<td>Communication.</td>
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<tr>
<td>Telegraph.</td>
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<td>Telephone.</td>
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<tr>
<td>Radio.</td>
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<tr>
<td>Industry:</td>
</tr>
<tr>
<td>Cotton gin.</td>
</tr>
<tr>
<td>Plow--tractor.</td>
</tr>
<tr>
<td>Threshing machine.</td>
</tr>
</tbody>
</table>

### Suggested Method of Procedure

Discuss with pupils the changed attitude toward education.

*Find the story of Fulton, Cooper, Wright, Bell, Whitney, and others.*

### Differentiation and Enrichment


### Review

*How are we affected by*

- The rest of the universe, sun, moon, and stars?
- Seasons?
- Day and night?
- Ocean currents?
- Winds?
- Rainfall?
- Tides?
- Oceans?
- Continents?
- Resources?
- Parks?
- People? (Other races).
- Each other?
BIBLIOGRAPHY--GRADE FIVE


Furley. *Voyage of Captain Scott Retold from the Discovery.* New York; Dodd, Mead & Co., 1915.


Hutton, S. A. *Among the Eskimos in Labrador.* Chicago, J. B. Lippincott Company.


Kane, Adrift the Arctic Ice Pack. Chicago, Macmillan Company, 1916.


Primary Education and Popular Educator. *Geography Via Travel Route.* September, 1926.


This course is an attempt to coordinate the teaching of sixth grade geography and history.

It attempts to show that the nesting places of civilization were along the Mediterranean shores because of geographic controls. In these nesting places of civilization the world's art, law, music, and culture originated. We are what we are today because of what these early people contributed to the world.

The problems of the people along the Mediterranean shores and how they are meeting them today is woven into the course. It shows that physical features and natural resources affect very materially the lives of the people.
Knowledge and Skills

To understand that the fertile valleys and sheltered places of the Mediterranean Sea were the nesting places of civilization and the cradle of the human race and what that means to us today.

To understand that advancement has come slowly.

Ability to use reference books, indices, table of contents, lists of illustrations, charts, graphs, etc.

Ability to use globes, maps, pictures, slides, stereographs.

A knowledge of the lives and customs of the early Egyptians, Hebrews, Greeks, and Romans, and their contribution of religion, music, art, and law to us.

To know that the desire for things which they did not have led to commerce.

Appreciations and Attitudes

To appreciate the contribution made by the early peoples to us.

To gain a sympathetic understanding for the peoples of the earlier civilizations. To realize that they were confronted with internal and external problems which grew out of their physical environment.

To appreciate the close relation of geography and history.

To appreciate the music, art, architecture, literature, law, religion of Hebrews, Greeks, Romans, and nations studied.

To create an attitude of respect for the early advancement in trade and transportation.

To realize that Christ lived his life among the early peoples along the Mediterranean.
Specific Objectives

To understand and appreciate the long, slow struggle of man in reaching a more civilized state. How he used what he had and improved it.

Content and Suggested Activities

Find:
- How earliest man lived.
- What his tools were. Use or metals in making early tools.
- What his weapons were.
- Flint (first used)
- Copper melted and shaped into tools.
- Copper mixed with tin is harder and is called bronze and iron.
- How nature provided man with food—roots, wild berries, herbs, nuts, birds' eggs, and raw meat of young animals.
- How the wolf-cub, sheep, cow, and goat were captured and tamed, the goat and sheep furnishing milk and meat, the cow furnishing milk, butter, meat and hides and becoming a beast of burden.
- With beasts of burden, man began to travel and to search for pastures and cultivate grasses.
- The place of woman was to follow the hunter and carry home the meat and hides.

Suggested Method of Procedure

Review for the pupils or have them read references which will make clear how long and slowly advancements in ways of living have come about. The following topics may help:

- Tree dwellers.
- Cave dwellers.
- The hunting stage, etc.

Show how the ability to domesticate animals changed man.

Call attention to place of Indian woman.

Differentiation and Enrichment

Dopp, The Later Cave Men.
Gordy, American Beginnings in Europe.
Lyde, The Continent of Europe.
Baedeker, Guide Book Europe.
Bowman, The New World.
Fairbanks, The Problem of Method in Geography.
(Teacher)
Fairbanks, Topical Outline of Europe.
Wyer, Consulting Engineer, Fundamentals of Transportation Problem.
### Specific Objective

To learn what is meant by Mediterranean region.

### Content and Suggested Activities

- Find on maps the important Mediterranean regions in Southern Europe—Italy, Greece, Southern France, Spain, Portugal.
- Southwestern Asia—Palestine, Syria, Asia Minor.
- Northern Africa—Egypt, Tunis, Algeria, Morocco, Tripoli.

Note causes of temperate belts:
- Nearest to equator.
- Effect of Mediterranean Sea.
- Elevation.
- Wind direction.
- Summer—winter—northeast trades.
- Rainfall.
- Amount.
- Time of year.
- Compare with California.

**Surface areas in Southern Europe.**
- Mountains, Pyrenees, Appenines, Balkans, Atlas, Valleys, plains, etc.
- Rivers.
- Africa.
- Mountains.
- Valleys, plains, etc.

**Southern Asia.**
- Mountains, effect of barriers.
- Valleys, plains.
- Rivers and glaciers.

### Suggested Method or Procedure

- Show why irrigation is important in Mediterranean climate.
- How water is obtained. From where?
- Have pupils compare principal rivers of these regions with Mississippi.

### Differentiation and Enrichment

- Fairgrieve, Young, *New World and Old.*
- Carpenter, *Europe.*
- Allen, *Europe.*
- Campbell, *Children of the World Series.*
- See that pupils understand that deserts are barriers. Development in the study of Egypt and Arabia.
Specific Objectives

To see the effect of the lack of mineral wealth on the regions.

A knowledge and appreciation of what the early people of Phoenicia gave to the world.

To know why early peoples settled here.

Content and Suggested Activities

Lack of mineral wealth.

Effect early modes of travel had in keeping civilization around the Mediterranean Sea.

Some countries of Mediterranean regions.

Phoenicia.

Importance of Phoenicia:

Great shipbuilders used cedar from the mountains.

Traders.

Size, about 15 miles by 150 miles.

Great cedar forests on mountains.

Phoenicians great sailors.

Cities on sea.

Sea always calling.

Long coast line.

Fertile valleys of Tigris and Euphrates rivers.

Kind of people.

Advantages.

Overflow of Tigris and Euphrates which enriched soil.

Favorable climate.

Trade with Egypt, Phoenicia.

Importance of city of Babylon today. Cause of changes.

Importance today of Bagdad. Why changed?

Suggested Method of Procedure

Call attention to absence of mineral wealth of that region.

Bring out the point — why Phoenicia built many ships.

Note at that time sailors were guided by the stars, as the compass was unknown.

Make or use relief maps.

Use Bible references.

Show how the Tigris and Euphrates rivers are like the Nile.

Find many Bible stories for references.

Differentiation and Enrichment

Chamberlain and Chamberlain, Europe and Africa.


Sherwood, Our Country's Beginnings.

Daken, Great Rivers of the World, p. 15.

Kelly and Fenemore, Egypt and the Holy Land.

Holmes, Travel Stories, p. 340.
Specific Objectives

To understand that the Nile was the key to Egyptian civilization.

Content and Suggested Activities

Nile Valley.
- Why progress was so rapid.
- Mild climate.
- Fertile land.
- Sand fertilized and prepared for sowing by overflow of Nile. Farming easy.
- Stores grain.
- Stored water.
- Began to trade; Nile a hindrance to travel because of cataracts.
- Learned to write.
- Great builders, Pyramids, Sphinx.

Suggested Method of Procedure

Have pupils read story of Joseph and his Brothers.

Differentiation and Enrichment

Find references on the great aqueduct.

Discuss with pupils, tombs of kings built 5000 years ago.

Great libraries at Alexandria.

The Sahara Desert the great barrier between Europe and Southern Africa.

Keystone slides.

Stories of Hebrews.

American to Open the Doors of Athenian Past, Literary Digest, Nov. 19, 1927.

Colum, The Golden Fleece and the Children's Homes.

Gale, Hector and Achilles.

To understand and appreciate Greece as the first great nation of Europe.

Greece.
- Why Greece became the first nation of Europe.
- Nearness to Crete, where a large, highly civilized people lived.
- People of Crete had built palaces.
- Modern conveniences, as bathroom, modern plumbing.

Differentiation and Enrichment

Have pupils name and locate bodies of water touching Greece.
Specific Objectives

Content and Suggested Activities  

- Women's dress like that of forty years ago.
- Developed system of writing.
- Cretans could paint and make pottery.
- Cretans had improved on what they borrowed.
- Cnossus, the chief city, was destroyed as Babylon had been.

Differentiation and Enrichment

- Fennemore and Brown, Italy and Greece.
- Demetrios, When I Was a Boy in Greece.
- Allen, The New Europe.
- Carpenter, Europe.

Suggested Method of Procedure

- Find pictures of early Grecian palaces.
- Find pictures of early Greek palaces.
- Plants having long bulbous roots thrive, as olive, wine, narcissus, or those which ripen quickly, as barley or wheat.
- Find how the alphabet carried from Egypt and improved.
- Read, learn how boys were trained, Athenian creed.
- Discuss: Greeks had much time to think because they had many slaves.
- Find pictures of Acropolis at Athens.
- Find who Ulysses,

Effect of the sea on Greeks.

- Reaches into Mediterranean Sea.
- Nearness to other civilizations, as Egypt, Phoenicia, and Persia.
- Favorable climate.
- Hot, rainless summer; warm, rainy winter.

What we learned from the Greeks.

- Greece borrowed the alphabet, calendar, and ideas about commerce.
- Her people had a large share in the government. In city-states more people had a part.
- Greece produced great writers and philosophers.
- Greeks were great painters and builders.
- Greeks had much time because of the great number of slaves.
- Early Greeks farmed and raised wheat, barley,
Specific Objectives

To gain knowledge of the early Greek farmer and of his problems today.

Content and Suggested Activities

- olives, grapes, figs, peas, beans, nuts, and currants.
- Sheep and goats are kept, not enough pasture for cattle. Olive oil used for butter.
- Greeks were seafaring people. Why?
  - Numerous islands near by which were stepping stones.
  - Sailed through Dardanelles into Black Sea for fish and timber.
  - Sailed to Egypt for grain, wine, and oil.
  - Greeks not only profited in trade, but grew in knowledge. Greeks were colonizers.
  - Greeks fought Persians on the plains of Marathon and won.
  - The Greeks were able, by their position, not to become slaves as did the Egyptians.
  - Why Greece fell.

Suggested Method of Procedure

- Pericles, and other leaders were.
- What crops do the present day Greeks raise?

Differentiation and Enrichment

- The Greek World Comes to Life, Literary Digest, July 2, 1927.

- Haaren and Polland, Famous Men of Greece.
- Hall, Four Old Greeks.
- Hawthorne, Tanglewood Tales, The Wonder Book.
- Kupfer, Stories of Long Ago.
- Tappan, Story of the Greek People.
- Smith, Historical Geography of the Holy Land.

Future of Greece. It has about 6,000,000 people and is about the size of New York state. Although it once held a favored position in world trade, it has not now. Many wars, unstable government have caused lack of industrial development. Lack of cod; ignorance of people. Important because of its ruins and statues. Greece was extended after the World War.
Specific Objectives

To find out what the ancient Greeks gave to our civilization.

Content and Suggested Activities

- What we owe to the Greeks.
  - Religion.
  - Mount Olympus.
  - Religious festivals.
  - Greek myths--an explanation of nature.
  - Greek architecture.
  - Parthenon, built in honor of Athena.
  - Acropolis on high hill.
  - Sculpture.
  - Venus de Milo.
  - Winged Victory.

Suggested Method of Procedure

- Find pictures of Parthenon.
- Find out what Phidias did. How does his work help us today.

Differentiation and Enrichment

Halleck, Our Nation's Heritage, ch. 6-7.

To learn why Italy became a great conquering nation.

Italy.

Why Italy was a great conquering nation.

- Compare Italy with Greece as to Size, four times the size of Greece.
- Position--Greece faces east. Italy points south.
- Surface--Italy has one continuous mountain chain. Greece has many small, scattered mountains. Italy has fertile border plains and grassy mountain slopes suited to agriculture.
- Harbors--good harbors for Italy. Rivers of Italy longer than those of Greece. Tiber River made protection possible for the Romans. Italy's important rivers are the Poe, Tiber, Arno. Lakes furnish reservoirs.

- Find material about Horatius, Cincinnatus, Romulus and Remus, and Hannibal.
- Explain that bridges, roads, and tunnels were constructed in order that soldiers might travel more quickly. After 2000 years they are in excellent repair.
- Show how Italy's mountains interfered with the building of railroads.
Specific Objectives

An attitude of respect for Italians for what they have given the world.

Content and Suggested Activities

Climate:  Parts of Italy protected by mountains. Alps mountains affect climate. Why does the direction of winds change?

Italy's Contribution.
Art.
Allegri--Holy Night.
Raphael--Madonna of the Chair, and Sistine Madonna.
Rasini--William Tell Opera.
Verdi--Il Trovatore, Farewell to Summer.
Donizette--Opera Lucia DiLamarmoor.

Government.
Should Italy govern herself now?
Italy copies her government from England. She has a king and ministers.

Italy's famous cities.
Rome--Vatican.
Milan--great transportation center.
Florence.
Bologna.
Venice.
Verona.
Pisa--leaning tower of Pisa.
Naples--center agriculture region.

Suggested Method of Procedure

Italian Tyranny, Mussolini's Policy Since 1922.
How Fascism Works--Its Methods and Ideals, Literary Digest, April 23, 1927.
"Italian Literature Today", Literary Digest, April 23, 1927.

Differentiation and Enrichment

Allegri in 1522 painted altar piece for chapel church of San Prospero in Italy. The result was "Holy Night". The picture is about six by eight feet.
Allegri died in 1534. For one hundred years no slab marked his grave.

Madonna of the Chair was painted on the wall of Sistine Chapel.

Find ancient stories of struggle for mastery or control.

Discuss--Why do so many tourists visit Italy?
### Specified Objectives

**Content and Suggested Activities**

- Ravenna.
- Siena.
- Perugia.

Amount and season of rainfall.

**Italy today**—what the people do:

- Grazing: sheep, goats, but no cattle because not enough grass.
- Fishing--fish for sponges and corals.
- Mining--sulphur and carraran marble.

**Manufacturing.**

- Macaroni from wheat.
- Textiles.
- Olive oil.
- Italy’s possessions.
- Sardinia, Corsica, Libia, Sicily.

**People.**

- Generally poor.
- Many immigrants.
- Little manufacturing except handicraft.

**Italy's future.**

- Will she ever regain her power and importance?

### Suggested Method of Procedure

- Much malaria in southern Italy.
- Italy third in silk manufacturing.
- Discuss why irrigation is necessary in Po Valley where there is much rain. Where the water is procured for irrigation.
- Oil valuable agricultural asset.
- Note places such as libraries in home city or state having Italian marble—State House.

### Differentiation and Enrichment
BIBLIOGRAPHY--GRADE SIX

Carpenter, F. G. Europe. Chicago, American Book Company.
Africa.
Dopp, Katherine. The Tree Dwellers. Chicago, Rand McNally Company.
" Later Cave Men."
Fenneman, John and Brown, E. A. Italy and Greece. Chicago, Macmillan Co.
" The Problem Method of Geography."
Fairgrieve and Young, J. E. New World and Old. New York, Appleton Company, 1926.
Gale, Agnes C. Hector and Achilles. Chicago, Rand, McNally & Co.
Sherwood, H. N. Our Country's Beginning. Indianapolis, Bobbs, Merrill Co.
Smith, George A. Historical Geography of the Holy Land. New York, George H. Doran.
Wyeth, Samuel S. Consulting Engineer. Fundamentals of Transportation, Columbus, Ohio.
INTRODUCTION

UNIT ON RECREATION

This unit is an attempt to get a broader view of the problem of recreation—to enrich its meaning and make the pupil conscious of its relationships.

It deals with the local, state, national, and international problems, especially as they refer to parks. The main points considered are location, extent, how procured, special purpose (golf for adults, Rea Park) or playground at school—or general (as Collett Park) outstanding features (river, lake, falls, cave, canyon, beach, or forest) and extent to which such parks are meeting man's need for recreation.

First hand visits, pictures, lantern slides, charts, maps, drawings to be used to make the unit of intrinsic value.
OBJECTIVES OR DESIRED OUTCOMES

Knowledge and Skills

Ability to locate on maps or other means—local, state, and national or international parks and places of amusement and to gain enriched and enlarged meanings of each.

Knowledge of and skill in using recreational geographic materials; e.g., magazines, travel, pictures, lantern slides, maps, globes, graphs, booklets, advertising materials, and regional fiction and poetry.

Ability and skill in summarizing high points of interest and value in the topics in this unit.

Ability to relate the principle of conservation to man's desire for recreation.

Skill in games by participating in recreational activities.

Appreciations and Attitudes

To realize the necessity for recreation for everyone.

To appreciate the facilities for outdoor recreation in city, state, nation, and international.

A feeling of pride of and reverence for citizens who make recreation possible.

To realize the offerings that parks make toward the physical, mental, social, and spiritual elements of life.

To develop ethical character of the good life by enlarging and enriching life's meanings.
I. Problems.

A. Geography of natural regions of United States. (Unit developed)
B. Geography of immigration—United States.
C. Geography of transportation and communication.
D. Geography of recreation. (Unit developed)
E. United States as a world power.

II. Dependencies of United States.

A. How procured.
B. Physical features.
C. Natural resources.
D. Principal products of exchanges.
E. Chief cities and why important.
F. Places of interest.
G. Value of dependencies to United States.

III. Other countries to be studied in this course—

A. Canada and Newfoundland.
B. Central America and West Indies.
Specific Objectives

To understand why provisions are necessary for recreation.

Content and Suggested Activities

Provisions for recreation are needed because:
- Life has become more complex.
- Many people live in apartment houses.
- Beautification of parks and places of amusement makes them more attractive.
- More provisions are being made for use of parks for recreational purposes.
- Transportation is easier and cheaper because of inventions and improved roads.
- The monotony of specialized labor.
- Labor saving devices give man more time.
- A growing realization that human life is more valuable than property.

How recreation is provided:
- Cities and towns.
- Private citizens.
- Donations.
- Counties.
- County commissioners.
- County council.
- State.
- State park commission.

Suggested Method of Procedure

A discussion of the rapid growth of tourist inns might lead up to the motivation of the unit.

Use periodicals, daily newspaper clippings, charts, maps, references, personal visits, personal interviews, and any and all available materials to enrich this unit.

Briefly review the development of transportation.

Discuss inventions which have aided in this.

How recreation is provided:
- Rea Park, Terre Haute.
- Airport, Terre Haute.
- Present attempt to get Forest Park for a state park.
- Discuss newest state park, Shacksack.

Differentiation and Enrichment

- Hill, Literature and Living, p. 67-68.
- Smith, J. R. Commerce and Industry, p. 467.
- Wyer, Fundamentals of Transportation Problems, Columbus, Ohio (free)
- Stevenson, Travels With a Donkey.
Specific Objectives
To realize that it is the duty of citizens to provide recreation for children and adults.

Content and Suggested Activities

The playground movement --playfields.

Local places which provide for recreation:
- Parks.
- Location.
- Donor.
- Extent or.
- Natural specialties.
- Special features.
- How cared for.
- What has been added for amusement.
- Exhibits.
- How local parks may be improved.
- Swimming pools.
- For whites.
- For colored people.
- Churches, as Baptist--First--provisions for recreation.
- Camps.
- Fresh air mission.
- Boy Scouts.
- Girl Scouts.
- Campfire Girls
- Fraternal, civic, religious, literary, and art organizations.

Suggested Method of Procedure
Reports of 1927 show 502 supported playgrounds in America.

Differentiation and Enrichment

Encourage the habit of sending picture postcards and kodak pictures or local scenes to friends away.

Reports by individuals, committees, or whole class of interviews or visits to find important points--Park Board, Fairbanks Library, etc.

Rea Park for adults, schools for children, Collett Park for both adults and children.

Discuss: "Is 538 acres, and Dresser Field, 225 acres, enough park space for Terre Haute?"

Make miniature parks, swimming pools, golf courses, tennis courts, etc.

Get records as to numbers using swimming pools during summer.
<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Content and Suggested Activities</th>
<th>Suggested Method of Procedure</th>
<th>Differentiation and Enrichment</th>
</tr>
</thead>
</table>

Write Indiana Historical Society, State House, Indianapolis, Indiana


Vigo County Historical Society at Fairbanks Library: Home of Truman Blackman Markle's Mill Fort Harrison Chauncey Rose.
### Specific Objectives

A knowledge and an appreciation of Indiana's state parks.

### Content and Suggested Activities

- State parks.
  - One park—a type.
  - Name and locate Indiana state parks.
  - Extent.
  - How procured.
  - Why chosen—special features, as canyon, falls, lake, spring, sand dunes, etc.
  - How managed.

- Recreational resorts (private)
  - West Baden.
  - French Lick.
  - Mudlavia.
  - Martinsville.

- Monuments.
  - World War—Plaza.
  - Soldiers and Sailors.
  - Lincoln (proposed)
  - George Rogers Clark.

- National parks—twenty, containing 7,277,709 acres.

### Suggested Method of Procedure

- Sing "Banks of the Wabash".
- Have each pupil make a study of one of Indiana's state parks by visit, picture slides, pictures, etc.
- Have pupils sing—music teacher can handle—
  - "Oh I Love Old Indiana Banks of the Wabash Indiana"

### Differentiation and Enrichment

- Early plat of Terre Haute. Frances Vigo. Vigo County.
- Dye, Charity, Once Upon a Time in Indiana. Nemo and Lena and other stories.
- Extension Division, Bloomington, for pictures and slides.
- Write Department of Conservation, State House, Indianapolis, for (free) bulletin no. 27, 1928.
- Write State Historic Society for material.
- Jordan and Cather, High Lights of Geography, North America, p. 242-344.
- Use every available illustrative material.
- Sing--
  - America the Land We Love
  - America
  - America the Beautiful

- Department of Interior, Washington, D.C.
  - Glimpses of our National Parks, 59 pages.
Specific Objectives

Content and Suggested Activities

Suggested Method of Procedure

Differentiation and Enrichment

National monuments, thirty containing 1,189,010 acres.

Places of great scenic beauty.
- Niagara Falls
- Mammoth Cave
- Lincoln Park, Chicago
- Palm Beach, Florida
- Long Beach, California
- Atlantic City
- Grand Canyon

U. S. Service Series, 17 volumes.

Muir, Our National Parks, vol. 18.

Jeffers, The Call of the Mountains--Rambles Among the Mountains and Canyons.

City Chambers of Commerce for points of interest.


Van Dyke, The Canyon.

James, Wonders of the Colorado Desert.

Richardson, Wonders of the Yellowstone.

Powell, Canyons of the Colorado

Dakin, Great Rivers of the World


Keystone slides.

To realize why Switzerland is called the playground of Europe.

International places.
- Switzerland
- How do William Tell Overtures express the mountain life and spirit?
- Why called the playground of Europe?
- Show how sunlight, snow, and beautiful scenery have made Switzerland beautiful.

Explain how nature made it possible for her to become the republic of the world.

Switzerland's handicaps--no coal, no raw material except wood. Has developed white power. (water)
Specific Objectives

Content and Suggested Activities

Type of people.
Peaceful.
Industrial—have been making watches three or four hundred years. Fifteen million dollars' worth of cheese exported each year.
Homes are wonders of comfort and beauty.

ESSAY TEST:

Why is recreation more necessary today than in earlier times?

Outdoor and indoor forms into which recreation is divided?

Most desirable forms? Why?

List important places of recreation, local, state, national, and international.

Why should recreation contribute toward better living?

How may proper recreation help people to live more efficient, happy, useful lives?

Suggested Method of Procedure

Geneva, the peace capital of the world.

Anyone can enter the building, as the clerk speaks all languages.

Differentiation and Enrichment


A test could be worked out showing slides of places studied, recognition test, or guessing test.

Tarr and Von Engel, New
Physical Geography.
BIBLIOGRAPHY--GRADE SEVEN

  "  " Things Seen in Switzerland. "  "
Department of Conservation, Bul. 27, 1928, Indianapolis, Indiana.
Extension Division, Indiana University, Bloomington.
Indiana Historical Society, State House, Indianapolis.
Jeffers. The Call of the Mountains, Rambles Among the Mountains and Canyons.
United States Service Series (17 vol.) Boston, Lathrop, Lee, Shepherd.
Vigo County Historical Society, Fairbanks Library.
Wyer, Samuel. *Fundamentals of Transportation.* Columbus, Ohio.
INTRODUCTION

UNITED STATES REGIONS UNIT

This unit consists of a regional study of the United States, showing that kinds and character of surface and soil, climate, and natural resources have had a very decided influence on the history of the United States as well as to determine the occupations and population. It attempts to show that good agricultural resources tend to increase the wealth of the country, and to reveal the fact that cities tend to develop where there are breaks in transportation.
DESIRED OUTCOMES

Knowledge and Skills

To find out how geographic features influenced the lives of the people of the United States—such as drainage, surface, climate, location, and natural resources.

A knowledge of important cities and forces which have influenced their growth and development.

The ability to read maps and globes, to use and understand pictures, slides, stereographs, moving pictures, and library books as aids in understanding United States regions.

A knowledge of how geographic controls influenced the early settlers.

A knowledge of the great variety and abundance of natural resources of the United States.

A knowledge of the historic background of the United States.

A knowledge of natural wonders and the ir phenomenal causes.

Attitudes and Appreciations

An appreciation of the United States as the home country.

An appreciation of "America the beautiful".

To foster the spirit of toleration in school, at home, and with those with whom the student comes in contact.

To acquire respect for labor in the community.

To acquire a sense of obligation toward public and private property.

To use worthy leisure time in observing and enjoying the scenery of the United States.

To understand that free education in a democracy means the acceptance of the responsibility of citizenship.

An appreciation of the early settlers of the United States and how they overcame handicaps.

An appreciation of how the early settlers followed natural ways of travel—navigable rivers, mountain passes, portages, etc.

An appreciation of the fact that the United States became an English nation.
Specific Objectives

To understand and appreciate the background of the northeastern region of the United States and to see why it is a great manufacturing section.

Suggested Activities

   - New England region.
   - Early history.
   - Leaders: Myles Standish, Elder Brewster, Priscilla Mullins, John Alden.

   They sought better homes, religious freedom. Where they landed.

Pilgrims at Plymouth, Puritans at Boston.
   - Nature of soil and climate found by settlers.
   - Natural travel ways, as rivers, mountain passes, etc.

   Physical features.
   - Mountains.
   - Coastal plain.
   - River valleys.
   - Work of glaciers.
   - Rocky soil, lakes, waterfalls.

Waterpower.
   - Lakes, reservoir, rivers.

Natural resources.
   - Granite, marble, limestone, sandstone, slate.
   - Beautiful scenery.
   - Fish.
   - Forests. Re-forestation program of the United States. Have pupils use maps and trace routes of raw materials.

   Waterpower.
   - Good harbors.
   - Neatness to coal and iron regions.

Suggested Method of Procedure

Make salt and flour maps of regions. Two parts coarse salt to one part flour.

Use Keystone slides showing views of
   - Faneuil Hall
   - Old South Church
   - Plymouth rock
   - Lexington and Concord
   - Bunker Hill

Read—Longfellow's Courtship of Myles Standish, Mad River, White Mountains. Hawthorne's "Great Stone Face" Whittier, "Snowbound"


- Ice sheet spread all over New England.

Suggested Method of Enrichment

Logie, From Columbus to Lincoln

Usher, Story of the Pilgrims for Children.

Chamberlain, How We Are Sheltered.

Keller and Bishop, Industrial and Commercial Geography

Brigham and McFarlance, Essentials of Geography.

Huntington and Cushing, Modern Business Geography, ch. 19.

Arney, Bryant, and others, New Physiography, ch. 12-13

Unstead and Taylor, General and Regional Geography, ch. 26

Wyer, A Study of St. Lawrence Waterway Project.

Russell-Harr Geography Tests—New England. (1¢ each)

Chase and Clow, Stories of Industry.
Specific Objectives

To know and appreciate the leaders of the Middle Atlantic states and to understand how the physical features and natural resources have determined the lives and industries of the people.

Middle Atlantic Region.
Early leaders.
Henry Hudson.
William Penn.
Quakers.
Nature of so" and climate found by settlers.
Natural travel ways.
Physical features.
Drainage, soil, wheat, vegetables, fruits, dairying.
Climate.
Nearness to sea.
Latitude.
Natural resources.
Minerals, coal, petroleum, salt, iron, natural gas, clay, cement, building stone.
Waterpower.
Resorts.

Suggested Activities

Moist air.
Invigorating climate.
Distribution of rainfall.
Climate.
Distance from north to south.
Long coast line.
Important cities.

Suggested Method of Procedure

Cotton, woolens, boots, shoes, metal, wood pulp, and paper.

Such a climate causes the people to look ahead and provide for the future.

Call attention to the fact that cities are built where transportation is halted as at a lake or river.

Have pupils report on Hudson's Half Moon. Find in histories the stories of Penn and the Indians.

Tell or read stories of Rip Van Winkle, Henry Hudson, William Penn, Benjamin Franklin.

Get pictures of Niagara Falls, Erie Canal, West Point Military Academy.

Keystone slides: Old Liberty Bell.

Differentiation and Enrichment

Fisher, Resources and Industries of the United States

Allen, Industrial Studies of the United States.

Tappan, An Elementary History of Our Country.

Bass, Stories of Pioneer Life.

Eggleston, Stories of Great Americans.

Beebly, Community Life Today and in Colonial Times.

Smith, World Food Resources.

Tarr and Von Engeln, New Physical Geography.

Evans, America First.
Specific Objectives

A knowledge and appreciation of the North Central Region of the United States as the great agricultural section which helps to feed the country.

To know and appreciate that the South Central Region is favorably situated for agriculture, mining, and forest.

Suggested Activities

North Central Region.

Early leaders: Clark, Putnam, Marquette.

Nature of soil and climate found by settlers.

Natural travel ways: navigable rivers, mountain passes, portages, etc.

Physical features--Great Lakes.

Natural resources.

Leading products. Why so much of farm machinery and automobile products made here?

How the North central region helps to feed the country.

Climate.

Cities.

South Central Region.

Early history. John Smith, Pocahontas, Lord Baltimore, Boone, Robertson, Sevier.

Nature of soil and climate found by settlers.

Natural travel ways, rivers, portages, mountain passes, etc.

Westward movement.

Climate

Latitude.

Nearness to sea.

Natural resources.

Minerals, coal, natural gas, phosphate rock.

Forests, pine, cypress, hardwood, forests, turpentine, tar.

Suggested Method of Procedure

Vincennes, 150th anniversary of the surrender of Fort Sackville, February 25, 1929.

Discuss the part Indiana played in the winning of the west.

Differentiation and Enrichment

Russell-Harr Geography Tests, Middle Atlantic and Central States.

Write Indiana Historical Society, State House, Indianapolis, for "Indiana 1779-1929" and other free material.


Topics for reports:

Our National Capital Halls of Congress Mount Vernon, and others.
### Specific Objectives

An understanding and appreciation of the Gulf region of the United States as a subtropical section which produces much of the world’s supply of cotton.

### Suggested Activities

- Fisheries.
- Waterpower.
- Physical features.
- Coastal plain.
- River valleys, mountains.
- Chief cities.

- Gulf Region.
- Early leaders: Oglethorpe, Houston.
- Nature of soil and climate found by explorers and settlers.
- Pioneers in Mississippi valley.
- Products.
- Means of transportation.
- Natural travelways; navigable rivers, mountain passes, portages, etc.
- Napoleon’s offer to sell Louisiana.
- Price paid.
- Show that it was worth the price.
- Lewis and Clark expedition.
- Climate subtropical.
- Physical features.
- Natural resources.
- Chief Cities.

### Suggested Method of Procedure

- Show how the people have made use of the natural resources.
- Make maps which show products.
- Name the products of this region, as rice, cotton, tobacco.
- Have pupils find out all they can about Oglethorpe’s project and why it failed.
- Find out what Houston did.

### Differentiation and Enrichment

- Russell-Harr Geography Tests, Southern States (1¢ each)
- Ought We Be a Nation of Rice Eaters? Literary Digest, March 17, 1933.
- Nida, William L. Following the Frontier.
- Abraham Lincoln as a Mississippi Boatman, Literary Digest, September 29, 1928.
- Parkman, The Oregon Trail.
- State Historical Society, State House, Indianapolis, has valuable material.
- Pakard and Sinnott, Nations as Neighbors.
- Robinson, Commercial Geography.
### Specific Objectives

To realize and appreciate that the plateau and Rocky Mountain region is important because of its minerals and beautiful scenery and that irrigation projects have changed part of the southern region from desert to garden.

### Suggested Activities

- Plateau and Rocky Mountain Region.
  - Early leaders: Whitman, George Rogers Clark, Rogers.
  - Climate of southwestern United States dry.
  - Physical features.
  - Natural resources, including scenery.
  - Products.
  - Chief cities.
  - Future, possibilities.
  - Discuss what has been done to irrigate the arid regions of the United States.

### Suggested Method of Procedure

By the help of imaginary journeys, actual trips, making notebooks, collection and study of pictures, pamphlets, clippings, and Keystone views, a thorough study may be made of each region. Make study of places of beauty in the states, as Yellowstone Park, which has Yellowstone canyon, geysers, animal life, beautiful drives. Glacier National Park. Mesa Verde, Ruins of cliff dwellers. Grand Canyon of the Colorado.

### Differentiation and Enrichment

- The Man Who Killed 30,000 Buffaloes, Literary Digest, December 17, 1927.
- Among the Rockies, Primary Education and Popular Educator, January, 1929.
- Power From Nature's Boilers, Literary Digest, April 2, 1927.
- Nature's Feats in Engineering, Literary Digest, May 2, 1927.
- Carpenter, North America.
- Fairbanks, Western United States.
- Reports on: Mount Rainier, Yosemite Park waterfalls

To know and appreciate that climate and physical features

<table>
<thead>
<tr>
<th>Pacific States</th>
<th>Reports on:</th>
<th>Century, November, 1925.</th>
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<tr>
<td>Early leaders, Gray and Sutter.</td>
<td>Mount Rainier</td>
<td>From Redskin to Railroad, Century, November, 1925.</td>
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<tr>
<td>Specific Objectives</td>
<td>Suggested Activities</td>
<td>Suggested Method of Procedure</td>
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REVIEW QUESTIONS

1. Name and locate each group of states studied.

2. What leaders aided in the early settlements? How did each help?

3. What geographic controls (as Appalachian Highlands were barriers) influenced the growth and development of the regions?

4. Mention ten of the largest cities of the United States and state what forces caused the growth of each.

5. Find on the map each great natural region.

6. Locate each important industrial region and tell why it is of importance.

7. Trace routes of trade and travel in the United States.

8. Name the products which the United States has to sell and to buy.

9. Where are the centers of population? On what factors does the density of population depend?

10. Account for the density of population east of the Mississippi River and north of the Ohio River.

11. Explain the amount and seasonal distribution of rainfall.

12. Show why the United States has become a great nation.
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GRADE SEVEN

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Beeby, Daniel.  *Community Life Today and in Colonial Times.* Charles E. Merrill Co.


" " *North America.* " "


" " " *Makers of the Nation.* Chicago, American Book Company.


Dawson, S. E.  *St. Lawrence, Its Basins and Boundaries.* New York, Frederick Stokes Company.


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Illustrative material—write Hamburg-American Line, Chicago; White Star Line, New York City;
Dollar Steamship Lines, Chicago; Royal Mail Line, Southampton.
Guide Book of Western United States, part E, Denver and Rio Grande Western Route. Bulletin 707,
Hall, Alfred and others. Panama and the Canal. New York, Newson & Co., 1922.
Neighbors of the North and South. 1927.
Mears, Louise W. America's Fairyland; The Hawaiian Islands. Milwaukee State Normal (price 35c)
National Geographic, Grand Canyon, 63 illustrations, United States and North America, Washington, D. C.
The Wonderland of the Trinidad. Chicago, Barber Asphalt Company (free)
GRADE EIGHT

INTRODUCTION

Grade eight begins with a study of forces which made the local community. It includes an intensive study of the geography of Indiana, enriched by its history and literature.

Countries of Northern Europe and Asia, and of Southern Africa, in fact, all of the countries of those continents which were not studied under Mediterranean lands—are included.

In studying Europe, Asia, Africa, and Australia, and reviewing North America and South America, emphasis should be on regional study. Cities as centers of regions should be emphasized instead of mere location of cities.

How physical forces affect those regions will bring into the course a review of oceans, tides, ocean currents, winds, and rainfall.
Knowledge and Skills

Ability to interpret maps, graphs, and pictures.

Ability to use indices rapidly.

To be able to sketch the map of Indiana, locating state institutions and important cities and to know the importance of earth.

To memorize the preamble to the constitution of Indiana.

To know the fundamental provisions of the constitution of Indiana.

To be able to see the relation of Indiana to other states of the union in the problems of education, transportation, and communication.

A knowledge of the great industrial and natural regions of the world.

Appreciations and Attitudes

To appreciate man's responsibility for the development of resources as opposed to wasteful exploitation.

A feeling of pride in the industries, institutions, and ideals of Indiana.

A realization that each section of the country is dependent upon the others.

An interest in other countries using our products.

An appreciation of peoples of the world who live in different environments and who must overcome extreme difficulties to live.

An attitude of open-mindedness on racial questions.

A realization that geography has much in it of intrinsic worth.

An attitude of brotherhood and world peace for all peoples.
Specific Objectives

To understand how natural and human forces have contributed to the growth and development of the local community.

Content and Suggested Activities

Local environment.
Name the forces which have contributed to the growth and development of the local community.
Settlement.
Why the present location.
When first settlers came?
From where they came.
Type of people.
Contribution made by the pioneers.
Trace the ownership of land in the county until it became a part of the state.
Growth of schools.
First school.
Present number and condition.
Growth of churches.
Circuit rider.
Present plan.

To understand how changes in transportation have caused changes in ways of living and in business methods.

Progress in transportation.
Land.
Water.
Air.

Suggested Method of Procedure

Gather as much local, city, town, and county history as possible from old citizens, historical societies, Chambers of Commerce, and libraries.

Take pupils to the county recorder's office to see old records.

Give playlet entitled, "The Early Community Days".

Make a notebook of local history and geography, including biographies, pictures, charts, diagrams, stories, and anecdotes.

Help pupils to see that school and churches have changed.

Differentiation and Enrichment

Hartman, Home and Community Life, p. 127-140.

Thompson, Stories of Indiana.
### Specific Objectives

To realize how progress in communication has affected living in the local community.

To realize our dependence upon other communities for the needs of daily life.

To understand the opportunities for development in the local community.

### Content and Suggested Activities

- Progress in communication.
- Horseback.
- Postal service.
- Stage coach.
- Telegraph.
- Telephone.
- Radio.
- Development of natural resources.
- Gravel pits.
- Stone quarries.
- Lime pits.
- Coal mines.
- Oil wells.
- Soil.
- Agriculture.
- Method of farming.
- Farm crops.
- Stock and poultry.
- Truck farming.
- Manufacturing.
- Raw material.
- Access to markets.
- Wholesale and retail trade.
- Labor problems.
- Banks.
- Kinds.
- Savings.
- Trust company.
- Building and loan.
- Show how banks serve the community.

### Suggested Method of Procedure

- In connection with this discussion the field of newspapers and magazines may be tied up with community development.

- Discuss with pupils advantages and disadvantages of the farmer.

- Such questions as commercial value of farm crops and distribution may be discussed.

- Make industrial posters.

- If possible, visit a factory with pupils.

- Note improvement over primitive methods.

- Explain why many banks are merging to gain trust privileges.

### Differentiation and Enrichment

- Valuable material may be had from the County Agricultural Agent, at the county court house.

- Stress the importance of conservation of natural resources.

- Industry has Its Art Claims, Too. Literary Digest, July 8, 1922.
### Specific Objectives

To realize that it is the duty of the community to provide wholesome, healthful recreation.

### Content and Suggested Activities

- Recreational facilities for city, town, and country parks.
- Miniature parks can be constructed. These lend to interest and value.
- Maps showing extent and location.
- Conditions under which given.
- Value to the community.
- Expense to community.
- Growing need for recreation.
- Libraries.
- How provided.
- Advantages.
- Growing need.

### Suggested Method of Procedure

- Create desire to help solve local problems.
- Write a paper discussing the human and physical forces which have contributed toward the growth and development of the local community. State opportunities for further improvement.

### Differentiation and Enrichment

- Write to state library, State House, Indianapolis, for information on value of state library.

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**Indiana**—an outline.

Economic and commercial advantages of Indiana in:

- Location.
- Longitude and latitude.
- Compare advantages of location with those of other states.
- Surface features.
- Highest and lowest elevation.
- Drainage basins.

Trace the three glacial periods and show the effect they had on Indiana's surface.

Vast swamps were to be found around Terre Haute, Brazil, and Sullivan.

There was no ice near Bedford.

- Esarey, *History of Indiana*.
- Dye, *Once Upon a Time in Indiana*.
- Shockel's Map of Indiana.
- Tarr and McKurry, *New Complete Geography*.
Specific Objectives

Content and Suggested Activities

Lake and moraine region.
Gravelly clay deposit.
Rocks and soils.
Underlying rock formations.
Natural regions.
Northern lake and moraine.
Central drift plain.
Southern hills and rolling lands.
River flowing into Mississippi system.
Products of agriculture.
Their use--compare present production with early days.
Livestock and livestock products, breeds. Value and importance.
Manufacturing in Indiana.
See Indiana geography.
Weather and climate.
Chief factors which determine climate.
Why weather conditions are of universal importance.
Work of weather bureau.
Locate state office and local office.
How the temperature and rainfall affect climate.
How daily weather is affected by winds.
Natural resources, soil, coal, iron, stone, sand and gravel, oil and gas.

Suggested Method of Procedure

Great Laurentian boulders have been found near Tecumseh, north of Terre Haute.
Discuss with pupils rock formation.
Explain that nearly all of Indiana was a coral reef lifted out of the sea.
Discuss how pioneers met the needs for clothing and how industries have been transferred from the home to the factory.
Kinds of manufactured product.
Help pupils to understand how rainfall is measured and weather is predicted. Visit a weather bureau.
Acts of 1927 Legislature--approved highway from Lake Michigan to Gulf of Mexico.

Differentiation and Enrichment


Write your Congressman for Congress report on proposed deepening and widening of Indiana rivers.

Year Book of Indiana, 1926.
### Specific Objectives

**Content and Suggested Activities**

**Agriculture.**
- Portion of state devoted to agriculture.

**Transportation.**
- **Rivers.** Reason for decline of river travel.
- Trading posts. Note the location was on rivers.
- Development of roads.
- Deer paths, Indian trails, corduroy roads, plank roads, gravel roads, and brick or paved roads.
- Development of vehicles.
- Covered wagon, carriage, auto.
- **Waterways.**
- Rivers. Other uses for rivers. Ice, fish, beauty, recreation, boating, and seining.
- **Canals.**
- Railroad. East-west line, south line.
- Interurban lines.
- Rapid advancement.
- Decline.
- Aid to commerce.
- Bus service.
- Improved highways.
- Less capital invested.
- Accommodates urban and rural communities.
- **Air service.**
- Find out all you can about Wright brothers.
- Present status of air service.
- Future.
- Where is Liberty motor made in Indiana?

**Suggested Method of Procedure**

**Questions.**
- Find cities which have grown from one industry; from many. Which is the better way?

- Draw map of Indiana, placing in the Wabash River.
- Notice how they developed into commercial centers.
- Effect of building of National Road on the country.
- State Highways—Extent? Control? State gasoline tax?
- Early routes used for trade and travel.
- Erie Canal completed 1825.
- Cause of decline 1910-1920.
- First interurban reached Indianapolis 1900.

**Differentiation and Enrichment**

- **Visher, Economic Geography of Indiana, ch. 7-8, 13.**
- Meeker and Briggs, Oxteam Days on the Oregon Trail.
- Thompson, Stories of Indiana.

**To appreciate present conditions when viewed against a background of the past.**

---

1929 Legislature provided for the buying of the home of Wright brothers.

Reports on work of Charles A. Lindbergh.
Specific Objectives

To become familiar with Indiana's parks and to appreciate the conservation of these beautiful representative areas.

An appreciation of Indiana's great contribution to the nation.

Content and Suggested Activities

Parks.
- Name, location; give value to Indiana of each park. Use outline desk maps.
  - McCormick's Creek.
  - State Fish Hatcheries.
  - Clark County State Forest.
  - Dunes.
  - Turkey Run.
  - Clifty Falls.
  - Muscatatuck.
  - Kankakee Lands.
  - Pokagon Park.
  - Shagatuck, new one.
  - Greene, Sullivan, and Clay.
  - Show how the State Conservation Commission is attempting to make these parks pay for themselves.

Historic shrines.
- Monument for soldiers and sailors.
  - Riley's home.
  - Lincoln Memorial.
  - George Rogers Clark Sesquicentennial, February 25, 1929, at Vincennes.

Suggested Method of Procedure

Importance of community planning.
- Use outline maps.
- Get copies for class from the Department of Conservation of Indiana at State House, Indianapolis. Publication no. 27. The 1928 revision (free).

Visit at least one park.

Visit these shrines.
- Mary Shannon, mother of L. C. Buntin, who got the money for Vigo for bell for county court house, was the Alice of Old Vincennes in Thompson's book.
- State Act, 1927.
- Congress, 1928, provided for George Rogers Clark Memorial.

State House.
- Beauty.
- Strength.
- Harmony.
- Its fitness for offices

From State Historical Society, State House, free material.
1. Facts about Indiana.
2. Soldiers and Sailors Monument.
3. Historic Shrine.
4. Indiana State Flower.
5. Indiana State Banner.
6. Three State Houses.
7. George Rogers Clark.
8. American Legion Memorial.

Differentiation and Enrichment

Hughes, Community Civics, ch. 4
Indiana Year Book, 1925, p. 358-480.
Finch, Everyday Civics, ch. 7.
Slides, Indiana University Extension Division.
League of Women Voters Year Book, 1928, chart p. 27.
Indiana Historical Bureau, Indianapolis, "Indiana 1779-1929": 150 anniversary (free)

Dye, Once Upon a Time in Indiana.
Specific Objectives

Content and Suggested Activities

To appreciate what Indiana is attempting to do for the unfortunate and fortunate citizens.

- Read Alice Adams and other novels, stories, and poems of Indiana.
- Write to the superintendent of each charity and correctional institution for annual reports.
- Visit girls' school at Clermont and boys' school at Plainfield. It will be the best moral lesson a boy or girl can get.
- Learn the Athenian Creed. Learn the preamble to the constitution of Indiana.
- See state course of study for elementary and secondary schools, "State and Federal Constitutions" by Henry Noble Sherwood.
- Make a list of the economic problems of Indiana. Show how these are based on geographic distribution of population, development of resources, growth of commerce and industry.

Suggested Method of Procedure

- the State House.

Differentiation and Enrichment

- Haworth, Trailmakers of the Northwest.
- League of Women Voters, Year Book, 1928, p. 27.
TRUE-FALSE COMPLETION TEST ON INDIANA

1. Indiana was named for the Indians.
2. Indiana is a fine progressive state.
3. Indiana has a variety of natural resources.
4. The state that touches Indiana on the north is
5. The state that touches Indiana on the east is
6. The state that touches Indiana on the south is
7. The state that touches Indiana on the west is
8. The natural boundary of Indiana on the north is
9. The natural boundary of Indiana on the south is
10. Indiana has ____ counties.
11. Our county is
12. The county which touches mine on north is
13. The county which touches mine on the east is
14. The county which touches mine on south is
15. The county which touches mine on west is
16. Indiana entered the Union
17. Indiana has had two state constitutions.
18. The first one was written
19. The second one was written
20. The name of an Indiana song is
21. The name of an Indiana song is
22. Author of "On the Banks of the Wabash"
23. The capitol of Indiana is
24. The name of a city of Indiana is
25. The name of a city of Indiana is
26. The name of my city is
27. Evansville is noted for its products
28. A city which manufactures agricultural implements is
29. If I should buy a wagon from an Indiana factory, I'd get it at
30. The fundamental industry in Indiana is agriculture.
31. The Wabash River drains what fractional part of Indiana?
32. The word "Terre Haute" means two words. What are they?
33. The center of population in the United States is in

34. The name of a large railroad system in our state is

35. A famous writer of poetry in Indiana is

36. He is still living.

37. Greatest Indiana novelist writer is

38. A nature story writer of our state is

39. The present governor of Indiana is

40. The first governor of Indiana was

41. The Civil War governor of Indiana was

42. The longitude of Indiana is

43. The latitude of Indiana is

44. The largest city near Indiana is

45. The largest southern city is

46. The largest central city is

47. Indiana is about ____ miles long.

48. Indiana is about ____ miles wide.

49. Good roads have aided Indiana in her progress.

50. The Wabash River rises in Ohio.
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I. GEOGRAPHY TESTS


Russell-Harr unit tests in geography—all continents and many countries. McKnight and McKnight, Normal, Illinois.

Branom's diagnostic tests in geography—places, problems, and facts on all the continents and countries. McKnight and McKnight, Normal, Illinois.


II. HELPFUL GEOGRAPHY MAPS

Nystrom and Company, Chicago.
Atwood, Regional Physical Maps Finch, Products and Industries, Maps of the United States
Shockey's Physical-Political Map of Indiana

Denoyer-Geppert Company, Chicago.
Project problem outline maps of continents, countries, and groups of states.

McKinley Publishing Company, Philadelphia; McKinley's Desk Outline Maps.

McKnight and McKnight, Normal, Illinois.
Maps of all continents and countries—several sizes.

Rand, McNally, & Co., Chicago—complete series of geographic maps.
III. GEOGRAPHY MANUALS

American Book Company, Chicago.

Student's Manual.
A Brief Laboratory Course in Physical Geography.
Laboratory Lessons in Physical Geography.

D. C. Heath and Company, Chicago.

Laboratory Exercises in Physiography.

Macmillan Company.


McKnight and McKnight, Normal, Illinois.

Geographic Regions of South America.
Studies in World Geography.
Physiography.
World Geography.
Studies in Africa, Australia, and Advanced World Geography.
Economic Geography.
Mathematical Geography and Factors of World Wide Application.

IV. GEOGRAPHIC MAGAZINES

The National Geographic Magazine, National Geographic Society, Washington, D. C.
The Geographic Review, American Geographic Society, New York.
Asia--Journal of the American Asiatic Association (Asia)
# V. RECENT COURSES OF STUDY

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<thead>
<tr>
<th>Location</th>
<th>Course</th>
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<td>Baltimore, Md.</td>
<td>Tentative Goals in Geography and History, Grades I-II</td>
<td>Jan. 1928</td>
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<td>Baltimore, Md.</td>
<td>Tentative Goals in Geography and History, Grades IV-VII</td>
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<td>Baltimore, Md.</td>
<td>Geography, Grades 4-5-6</td>
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<td>Berkeley, Calif.</td>
<td>Geography Course of Study for Junior High School</td>
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<td>Bismark, N. D.</td>
<td>Course of Study; Limestone Elementary School</td>
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<td>Bloomington, Ill.</td>
<td>High School Manual, Department of Public Instruction</td>
<td>1926</td>
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<td>Bloomington, Ill.</td>
<td>Part II, Progress of Geography in the School, Pub. Co.</td>
<td>1902</td>
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<tr>
<td>Chicago, Ill.</td>
<td>Materials on Geography--Mary J. Booth</td>
<td>1927</td>
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<td>Cleveland, Ohio</td>
<td>Tentative Goals in Geography and History, Grades I-II</td>
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<td>Cleveland, Ohio</td>
<td>Course of Study in Geography, Grade Six, Cleveland Public</td>
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<td>Denver, Colorado</td>
<td>Course of Study in Social Science, Grades 1-6</td>
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<td>A Course of Study in Social Science, Board of Education</td>
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<td>A Course in Nature Study for Grades 1-2, Board of Education</td>
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<td>Duluth, Minn.</td>
<td>Courses of Study, Board of Education</td>
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<td>Hartford, Conn.</td>
<td>Course of Study in the Social Studies, Board of Education</td>
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<td>Indianapolis, Ind.</td>
<td>7-8 Geography-Nature-Study--Public Schools</td>
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<td>Lakewood, Ohio</td>
<td>History, Civics, Geography, and Vocations Courses of Study, Grades 7-9</td>
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<td>Five Year Course of Study in Geog. for the El. School,</td>
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<td>Part I, Curriculum Making, Past and Present, McKnight</td>
<td>1926</td>
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<td>Normal, Ill.</td>
<td>Sample Tests in Geog. of all Kinds, All Grades, McKnight</td>
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<td>Milwaukee, St. Paul</td>
<td>Tentative Course in Social Science Studies, Geog. 7-8 Grades</td>
<td>Sept. 1925</td>
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<td>Jefferson City, Mo.</td>
<td>Course of Study in Jr. and Sr. High School, Bul. 11</td>
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<td>Charles A. Lee, State Supt.</td>
<td>1928</td>
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<td>Helena, Montana</td>
<td>Course of Study, State Superintendent Public Instruction</td>
<td>1920</td>
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<td>Oklahoma City, Okla.</td>
<td>Course of Study for Science, High School</td>
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<td>Oshkosh, Wis.</td>
<td>Ten Lessons, Geography, Civics, Great Lakes, St. Lawrence Deep Water; 6-7-8 and jr. high school, F. E. Mitchell</td>
<td>1926</td>
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<td>A course in geog. for 6-7 and junior high school, F. E. Mitchell</td>
<td>1921</td>
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River Falls
S. F., Calif.
Springfield, Mass.
St. Louis, Mo.
Texas
Topeka, Kan.
New York City
New York, N. Y.
New York City

The Study of North America and U. S. A. Course of Study for
Junior High School, C. G. Stratton................. 1925
City and County Schools of San Francisco, General Science,
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Bul. State Dept. of Ed., Course of Study for Elem. Grades... Sept. 1927
Aids in the Teaching of Geography, Harriet Smith......... 1926
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Syllabus in Physical Geog., Univ. of State of New York..... 1918
Course of Study in Geog., DeForrest Stull, Horace Mann School... 1928
Tentative Course of Study in El. Science, Grades 1-2,
Horace Mann School, Columbia University

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VI. BOOKS ON METHOD

Bagley
Bobbitt
Bode
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Bromom, M. C.
Bromom, L. C.
Collinge and Ellsworth
Dewey, John
" "
Dodge and Kirchwey
Dynes
Fairbanks, Harold
Holtz
McMurry
Moore
Newmann, Henry
Stevenson, A. J.
Strayer, Norsworthy
Strauer
Sutherland, Sanford
Wells
Wilson and Wilson

Educational Values, Chicago, Macmillan Company
The Curriculum, Houghton Mifflin Company
Fundamentals and Democracy
The Elementary School Curriculum, Macmillan Company
The Teaching of Geography, Ginn & Co.
The Project Method of Education, Badger
An Experiment with a Project Curriculum, New York, Macmillan Company
Interest and Effort in Education, Houghton Mifflin Company
Democracy and Education, New York, Macmillan Company
The Significance of Geography and History
The Teaching of Geography, Chicago, Rand
Socializing the Child, Chicago, Silver-Burdett
Problems of Method in Geography, Blakiston's Son & Co.
Methods of Teaching Geography, Chicago, Macmillan Company
How to Study
What is Education, Chicago, Ginn & Co.
Education material on character, Brooklyn Society for Ethical Character
The Project Method of Teaching, New York, Macmillan Company
How to Teach, Chicago, Macmillan Company
A Brief Course in the Teaching Process, Chicago, Macmillan Company
Practical Exercises in Geography, Silver, Burdett, & Co.
The Curriculum, Chicago, Lippincott Company
Motivation of School Work, Houghton Mifflin Company
National Society for the Study of Education

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Barrows, H. H. and Parker, E.
Elementary Geography Objectives and Curriculum
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Bobbitt, Franklin
Difficulties to be Met in Local Curriculum Making
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Dodge, Richard E.
An Aesthetic Side of Geography--Beauty in Land Forms.
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Fought, H. W.
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Guinn, J. M.
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Addresses and Proceedings of N. E. A. 1923

Johnson, Ray, Ivan
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Journal of Educational Research March, 1926

Kilpatrick, W. H.
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Meriam, Junius L.
Fundamentals in Elementary School Curriculum
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Parker, Edith
Elementary Geography Objectives
Addresses and Proceedings of N. E. A. 1909

Parker, Edith
Elementary School Journal 1925
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<th>Authors</th>
<th>Journal/Magazine</th>
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<td>Rugg, Harold</td>
<td>Teachers College Record</td>
<td>A Preface to the Reconstruction of the American School Curriculum</td>
<td>March, 1926</td>
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<td>Snedden, David</td>
<td>Planning Curriculum Research</td>
<td>School and Society</td>
<td>September 12, 1925</td>
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<td>Whitbeck, R. H.</td>
<td>Ideals and Aims in Elementary Geography</td>
<td>Journal of Geography</td>
<td>1915</td>
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